DOCUMENT RESUME

ED 208 596 EA 014 179

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TITLE	Experimental Program for Opportunities in Advanced Study and Research in Education. 1980-81 Final Report.
INSTITUTION	Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
SPONS AGENCY	National Inst. of Education (ED), Washington, D.C.
PUB DATE	Aug 81
GRANT	NIE-G-79-0068
NOTE	131p.; Appendix C and last page of document may be marginally legible due to small print.
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Doctoral Programs; Educational Research; *Females; Higher Education; *Minority Groups; *Program Descriptions; Program Evaluation; Research Skills
IDENTIFIERS	*University of Tennessee Knoxville

ABSTRACT

A three-year (1979-82) training program funded by the National Institute of Education (NIE) at the University of Tennessee at Knoxville is designed to increase participation by women and minorities in educational research. An objective of the project is the provision of practical experience for doctoral students in project design and data collection, analysis and interpretation of data, report writing, and paper and proposal presentation. Other project objectives are participation by graduate students in group dynamics, regional and national conferences, training workshops, internships, evaluation, and colloquia and minicourses designed to enhance research skills. In this report for the 1980-81 project year, progress toward the accomplishment of each of these objectives comprises a separate section. The grant management procedures that involve student participation are outlined. The concluding section contains individual reports by 13 students on goals set and accomplished. The appendices contain various forms, descriptions of project personnel positions, colloquia topics and their evaluation, evaluation instruments, and a program for a time management workshop. Also included in the appendices are two papers presented at professional meetings: one describes the project recruitment and selection procedure, and the other evaluates the program. (SLP)

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EXPERIMENTAL PROGRAM FOR OPPORTUNITIES IN ADVANCED STUDY AND RESEARCH IN EDUCATION

1980-81 FINAL REPORT

National Institute of Education

Grant Number--NIE-G-79-0068

August 1981

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EXPERIMENTAL PROGRAM FOR OPPORTUNITIES IN ADVANCED STUDY AND RESEARCH IN EDUCATION

ABSTRACT

The "Experimental Program for Opportunities in Advanced Study and Research in Education" is a three-year training program (1979-82) funded by the National Institute of Education and designed to increase participation in educational research of women and minorities at the University of Tennessee, Knoxville. During the second project year (1980-81) the following objectives guided the program: (1) provision of practical experience for six second year doctoral students (Student Associates) in (a) project design and data collection in research and evaluation projects, (b) analysis and interpretation of data, (c) report writing, and (d) paper and proposal presentation; (2) participation by Student Associates in faculty-directed colloquia and mini-courses designed to enhance research skills; (3) interaction of Project personnel through structured exercises in group dynamics; (4) attendance and participation of Project personnel at regional and national conferences and training workshops; (5) involvement in internships for Student Associates; (6) conduct by Student Associates of the Project evaluation. This report describes progress toward achieving these objectives and details the procedures utilized by Student Associates in managing their own project. The positions of Chair, Scribe, and Budget Monitor were filled quarterly by a different trio of Student Associates so that all had an opportunity to provide leadership in planning and organization, budget preparation and oversight, technical report writing, and program evaluation. In addition to the Student Associates (full-time doctoral students), three other tiers of professional personnel were involved in the project network: Faculty Mentors (professors with established records in educational research), Faculty Associates (assistant professors interested in increasing their research output), and Field Associates (post-doctoral practitioners in the field of education).

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EXPERIMENTAL PROGRAM FOR OPPORTUNITIES

IN ADVANCED STUDY AND RESEARCH IN EDUCATION

1980-81 FINAL REPORT

1980-81 PROGRAM OBJECTIVES

The National Institute of Education program for advancement of minorities and women in educational research at the University of Tennessee, Knoxville (UTK) was guided during the 1980-81 Project year by six general program objectives. These objectives were:

1. Provision of practical experience for six second year doctoral students (Student Associates) in (a) project design and data collection in research and evaluation projects, (b) analysis and interpretation of data, (c) report writing, and (d) paper and proposal presentation.
2. Participation by Student Associates in faculty-directed colloquia and mini-courses designed to enhance research skills.
3. Interaction of Project personnel through structured exercises in group dynamics.
4. Attendance and participation of Project personnel at regional and national conferences and training workshops.
5. Involvement in internships for Student Associates.
6. Conduct by Student Associates of the Project evaluation.

To achieve these objectives, it was important to establish a climate that would promote mutually beneficial collaboration among the four tiers of Project personnel: Faculty Mentors, Faculty Associates, Field Associates, and Student Associates (see Appendix A for descriptions of personnel tiers). Because there was considerable diversity of preparation, research interests, and areas of expertise among the project participants, various ways of matching people were utilized. During the first year of the Project (1979-80) Faculty Mentors provided leadership for assigned teams consisting of individuals from each of the other tiers of Project personnel. As the Project evolved this structured grouping was abandoned to allow greater freedom of selection by all levels of participants. In the early Fall 1980 a survey of research needs and interests was conducted, and all Project participants received a computer printout containing individual interest profiles and suggested personnel groupings (see example in Appendix H). Initial personnel groupings then were formed on the basis of an appropriate blend of mutual interests and skills. Groupings changed during the year as various projects were completed and new ones were initiated. Topics for research projects, papers, and other activities were suggested by Faculty Mentors, Faculty Associates, and Field Associates, as well as by Student Associates.

The final report for the 1980-81 Project year is organized on the basis of the six program objectives. Progress toward the accomplishment of each objective comprises a separate section of the report. A concluding section summarizes the procedures utilized for day-to-day management of the Project by the Student Associates.

GENERAL PROGRAM OBJECTIVE 1

PROJECT DESIGN AND DATA COLLECTION

One of the most important opportunities provided for students by the NIE-sponsored program at UTK was the opportunity to become actively involved in on-going research and evaluation projects. Doctoral students need experience in all phases of the research process to precede and complement the experience connected with writing their dissertations. During the 1980-81 Project year two of the Student Associates initiated an original research project, obtained appropriate assistance from Faculty Mentors, and remained fully involved in both the design and the implementation of this project. An instrument was developed, field-tested, and copyrighted by these students. Other students have participated in proposal writing, construction and administration of questionnaires, development of objectives and data collection instruments for program evaluation, and review of project records to collect archival data.

Data Analysis and Interpretation

While Student Associates participated in some data-gathering activities in which they did not assume responsibility for analysis and interpretation, all students acquired experience in analyzing and interpreting data under the supervision of consultants and/or Faculty Mentors.

Report Writing

In most cases Student Associates were involved in research and evaluation projects until the projects ended, including the preparation of technical reports. Several students prepared papers which were accepted for presentation at local, regional, and national conferences and/or accepted for publication. Faculty Mentors and Faculty Associates offered guidance and constructive criticism of manuscripts prepared by the Student Associates. A technical writing specialist retained as a consultant by the Project was available to review drafts of technical reports prepared by all levels of Project participants.

Paper and Proposal Presentation

During the year most Project participants gained experience in presenting their ideas and research findings before a group. Several students shared aspects of their dissertation research at Project-sponsored noon-hour colloquia. One group of Student Associates presented at a colloquium the paper they had prepared for the Mid-South Educational Research Association meeting in November 1980 (see Appendix B). The opportunity to present the paper first to a supportive local audience was valuable preparation for the presentation at the regional meeting. Several of the Student Associates also made solo presentations at national conferences; others were involved as co-presenters. A listing of papers presented at conferences and accepted for publication during each Project quarter is included in Appendix C.

GENERAL PROGRAM OBJECTIVE 2

COLLOQUIA AND MINI-COURSES

Noon-hour or sack lunch colloquia, initiated during the third quarter of the first Project year, were continued regularly throughout 1980-81. Since a major goal of the colloquia was to enrich the educational experience of the Student Associates, topic ideas and speaker preferences were solicited each quarter from the students. Presentations were made by invited guests from many departments in the University as well as by Faculty Mentors, Faculty Associates, Field Associates, and Student Associates. Several of the programs were planned in a debate format to allow spirited, scholarly interchange on controversial issues. Lively discussions followed these presentations.

Colloquium topics included matching versus random selection; past, present and future of institutional research; building a curriculum vita; nonverbal communication; conflict management; the dual career lifestyle; research on listening; aspects of the administrative role; and other diverse topics. A complete list of programs appears in Appendix D. All programs were open to interested persons in the University community as well as to NIE Project participants.

An evaluation form was adopted for the colloquia and utilized throughout the year. A copy of the form and of the tabulations for a typical quarter are included in Appendix D. Evaluations indicated that topics were highly relevant to participants' interests and that the individuals presenting programs were both knowledgeable and effective.

Two mini-courses were presented during 1980-81. Dr. Schuyler Huck, Faculty Mentor, conducted a mini-course on research methodology, which covered problems related to data collection, traditional research designs, threats to validity, faux pas in statistical analysis, and quality dissertations. A workshop on time management was presented by a team of five Project participants who had attended a similar workshop in Florida in February 1980. An outline of the program for this workshop is included in Appendix E.

GENERAL PROGRAM OBJECTIVE 3

INTERACTION OF PROJECT PERSONNEL

A planning retreat in Gatlinburg, Tennessee, held in August 1980 proved to be an invaluable time of sharing, camaraderie, goal development, and planning for the Student Associates and the Project Director. At this retreat a workable course of action was developed pertinent to each Project goal. During the first day of the retreat, a structured group activity which focused on values, personal/professional goals and competencies, and establishment of interpersonal rapport was conducted by one of the Student Associates.

Members of all NIE Project personnel tiers met on September 24, 1980 to share research interests and define roles. Shortly after this large group meeting, small groups of Project participants began developing their ideas for collaboration on papers and presentations.

Business meetings of the Student Associates were held twice monthly during the year, generally following the noon-hour colloquia, with special called meetings added as necessary. Additionally, students met individually and in groups with the Project Director from time to time to discuss personal goals and progress. NIE Project participants were informed of plans and activities discussed during the Student Associates' meetings by memoranda and a telephone contact network. In addition, a newsletter was sent to all Project participants on a periodic basis (an example of the newsletter appears in Appendix J).

Four social events were held, and one additional meeting of the larger group of all levels of Project participants took place in the Spring. A continuing need was expressed for informal sessions that would enable individuals to get to know one another in an atmosphere other than that of formal, task-oriented meetings.

GENERAL PROGRAM OBJECTIVE 4

REGIONAL/NATIONAL CONFERENCES AND TRAINING WORKSHOPS

A very beneficial professional experience for Student Associates was the opportunity to attend national conferences and workshops as part of the Project experience. Most of the trips were designed to enhance Student Associates' research skills, professional competence, and personal confidence through paper presentations and training workshops. However, some money was devoted to travel designed to broaden professional/personal networks. A listing of travel experiences supported by Project funds is included in Appendix C.

During 1980-81 a Student Associate, three Field Associates and a Faculty Associate on the Project conducted a training workshop on the subject of time management (see Appendix E for the workshop outline). They utilized materials obtained at a training workshop in Orlando, Florida which they had attended during the first Project year. The workshop was presented for all Project personnel and was open to educators in the surrounding areas. It proved to be a very worthwhile experience both for the Project personnel and for the presenters. Student Associates hope to continue to gain professional experience and competence by participating in and conducting training workshops.

Early in the 1980-81 Project year a committee of Project personnel was named to consider requests for travel funds in relation to criteria that had been determined by Student Associates and the Project Director at the August retreat in Gatlinburg (see Appendix F). Criteria were followed strictly by the committee, which was composed of one Faculty Mentor, one Faculty Associate, one Field Associate, and one Student Associate. This procedure for allocation of travel funds proved to be clearcut and relatively easy to administer. While highest priority was given to financing trips and internships for Student Associates, travel funds also were available for other Project personnel who were presenting papers that were directly related to Project research.

GENERAL PROGRAM OBJECTIVE 5

INVOLVEMENT IN INTERNSHIPS FOR STUDENT ASSOCIATES

The NIE program at UTK included a non-traditional internship component which was designed to help women and minorities overcome the barriers that typically are confronted when they pursue administrative careers, e.g., the "fear of success syndrome." According to the literature, internships have been an important part of doctoral education for students in educational administration. However, internships traditionally have been scheduled as the student nears completion of the academic program. In a training program for women and minorities it is preferable to schedule internships at an earlier point in the doctoral program. The administrative role is still an atypical one for most women and engenders some performance anxiety. Placement of interns must be in supportive settings which facilitate acquisition of confidence as well as skills. NIE internships were designed to reduce problems associated with traditional internships through careful selection of directors and sponsoring agencies, appropriate timing, and specification of internship requirements and expectations. Benefits noted by interns include practical experience in putting theory into practice, observation of effective role models, assessment of strengths and weaknesses, and increased self-confidence and professional poise. Appendix H includes a statement of objectives and associated activities which was used to direct an internship at the 1982 World's Fair for one Student Associate.

The Project budget contained an allotment of a minumum of $200.00 per Student Associate for internships; $2,053 was available on a competitive basis to supplement the minimum. A listing of internships completed during the 1980-81 Project year appears as part of Appendix C.

GENERAL PROGRAM OBJECTIVE 6

EVALUATION

The evaluation of the NIE Project for 1980-1981 was planned and implemented by the Student Associates in consultation with external consultant Dr. Lloyd Duvall, formerly at the Center for Educational Policy and Management, Eugene, Oregon. This procedure resulted in two important outcomes: (1) it produced an innovative evaluation of the Project, and (2) it provided a hands-on training experience in evaluation for the Student Associates.

During the initial Project retreat held in August 1980, Student Associates were given a copy of previous evaluation results. At that time two Student Associates, the Project Director, and the 1979-80 external evaluation consultant were preparing a paper on the evaluation for presentation at the annual meeting of the American Educational Research Association. A draft of this paper was shared with the new Student Associates. The paper as it was presented in Los Angeles in April 1981 is included as Appendix G.

At the August retreat the 1980-81 Student Associates formed a permanent evaluation committee. This committee, in conjunction with the Project Director, selected Dr. Duvall to serve as external evaluator for the Project during 1980-81.

The development of the evaluation plan was the responsibility of the Student Associates in consultation with Dr. Duvall. Student Associates were free to arrange for consultation with Dr. Duvall whenever they felt it was necessary. Other Project personnel provided critical review of evaluation plans and instruments when requested to do so by Student Associates.

Dr. Duvall met with Student Associates in October 1980 to formulate plans for formative and summative evaluation efforts. Dr. Duvall reviewed the 1979-80 evaluation and discussed related methodological issues. Two major areas of concern which appeared not to have been addressed previously were: (1) expectations of Mentors/Student Associates for each other, and (2) the impact of the program on Student Associates, i.e., were their research/administrative skills improved? These areas of concern became the focus of Student Associates' evaluation efforts for 1980-81.

Expectations of Mentors/Student Associates

A procedure for determining the extent of Student Associate involvement in research conducted with other Project personnel had not been formally determined during the first Project year. As a result both Student Associates and Faculty Mentors felt that some of the results were unsatisfactory. Student Associates sometimes felt either that they were relegated to menial tasks or that they bore an unrealistic burden, while the Faculty Mentors sometimes felt that the Student Associates were failing to put adequate effort into the research. The problem was discussed with Dr. Lloyd Duvall, who suggested "blank page" planning--a sort of contract among the Project participants working on a specific research project. Such a procedure did not exert preconceived notions of "ideal" involvement. Instead, it allowed each participant to state the degree of involvement he/she could reasonably provide, and the exact type of activities in which he/she most needed experience. The resulting contract also could be used at the culmination of the Project to assess each person's contribution in relation to his/her contracted contribution. Appendix H contains an example of blank page planning: the objectives and associated activities specified in connection with the internship of one Student Associate with the Executive Vice-President for Energy/Education Programs of the 1982 World's Fair.

All Student Associates used "blank page" planning to specify involvement in either research projects or internships. Feedback from Student Associates and Mentors was positive. This technique was recommended by Project personnel for continued use by the NIE project.

Impact on Student Associates

To measure the impact of the project on Student Associates, several evaluation activities were used. These included: (1) the development and implementation of a "Student Associate Log," which documented student activities in a weekly diary-type format, and the "Activity Survey Form," administered twice yearly; (2) the administration and analysis of two instruments, "Individual Development Continuum" and "Survey of Research Skills, Competencies, and Interests"; and (3) the evaluation of Student Associate-sponsored colloquia. Each measurement is discussed below.

Student Associate Logs and Activity Survey Forms

The Student Associates obtained data for formative evaluation in several relatively informal ways. The first involved listing of short-term and long-term goals at the beginning of Project involvement and keeping individual logs or diaries of Project participation (see examples of forms in Appendix H). These logs allowed the Student Associates to keep a record of activities in which they participated. Information in the logs was reviewed in relation to short-term and long-term goals to help Student Associates in self-assessment of progress and in setting priorities for future activities. The Student Associate Logs were reviewed by the Project Director on a monthly basis. End-of-year assessments of accomplishments in relation to initial goals for Student Associates are included in Appendix I.

The Activity Survey Form (ASF), administered during Fall and Spring Quarters to all Project personnel and quarterly to Student Associates, consisted of five open-ended items that directed the respondent to list all of his/her research-related activities. This quantitative assessment of Project output simplified the process of quarterly report writing, and allowed each Student Associate to compare his/her output with that of others. Although "exposure" to research activity does not guarantee increased expertise in research-related skills, it generally was agreed among the Student Associates that the greater their immersion in ongoing research activity, the more confident and skilled they were likely to become. An analysis of ASF data indicated that each Student Associate became involved in major research efforts with other Project personnel.

In addition to asking about on-going research involvements, the Activity Survey Form (ASF) solicited information about the numbers of papers submitted and accepted for publication and presentation. Analysis of these data indicated that during the year each Student Associate submitted papers for publication, presented papers at regional or national meetings, and participated in the development of data collection instruments. Several Student Associates also wrote portions of quarterly and final project reports in addition to those for the NIE Project itself. A summary of Project participant productivity for the academic year 1980-81, collected via the ASF, is provided in Appendix C.

The three data-gathering formats described above, i.e., listings of student goals, weekly activity logs, and quarterly accomplishments surveys provided detailed quantitative information on the kinds of activities accomplished by Student Associates during 1980-81.

Individual Development Continuum and Survey of Research Skills, Competencies, and Interests

Perhaps just as important to the neophyte researcher as skill-building research involvement is one's perception of one's own abilities and skills. The Individual Development Continuum (IDC) was a 22-item scale with a Likert-type response format. Respondents rated their skills/abilities on topics such as

research design, automated data processing, and statistical analysis, using a 7-point scale ("none" to "very high"). The IDC was administered during the Fall 1980 and Summer 1981 quarters. Data from the IDC allowed each SA to compute a gain score on his/her responses.

As a result of the first year's evaluation results, the second Project year began without "teams." Each participant was free to contact others to begin research involvements. Matching of research interests was facilitated by the use of a computer-generated interest listing, the Survey of Research Skills, Competencies, and Interests (SRSCI). The SRSCI was developed in two phases. The first version was an open-ended questionnaire soliciting from a sample of Project personnel the respondents' current and projected research involvements. These responses were categorized, and the resulting categories provided the basis for a forced-choice questionnaire administered subsequently to all Project personnel. The resulting data were prepared for computer processing to maximize ease of access. All NIE personnel received a copy of the analysis of responses to the Survey of Research Skills, Competencies, and Interests. While this survey was seen initially as useful, it was not used in actual practice as a reference guide. Rather than referring to the SRSCI for potential research involvements, all research projects were developed or implemented as a result of face to face meetings and personal contacts among Student Associates and Mentors. An example of the computer-generated output for one Project Associate appears in Appendix H.

Evaluation of Colloquia

A desire for the scholarly exchange of ideas was the stimulus for initiation of the Student Associate-sponsored colloquia. Speakers, including Student Associates, other Project personnel, and other persons from the University community, shared information concerning their research or other topics of interest to women and minorities in educational research. While some colloquia met with unqualified acclaim, others generated little excitement. In an attempt to evaluate the colloquia and make better plans for future colloquia, in the second year the Student Associates devised an evaluation instrument to be administered at the end of each presentation. The resulting Colloquium Evaluation Form (see Appendix D) provided ratings of the quality of subject matter, setting, and speaker. The data obtained from the evaluation form suggested that colloquium topics were related to the interests of Project participants and that the speakers were considered to be well informed and helpful.

The University of Tennessee Project differs from many other training projects in that evaluation of the Project has been and continues to be an integral part of the learning experience for the Student Associates. Working during 1980-1981 in an apprenticeship relationship with external evaluation consultant Dr. Lloyd Duvall, the students planned and implemented an evaluation of both perceived and actual success of the project.

GRANT MANAGEMENT PROCEDURES

During 1980-81 Student Associates continued to assume responsibility for Project management, including arranging and conducting meetings; communicating Project developments to all levels of participants; preparing quarterly reports, the continuation proposal, and the final report; and developing evaluation procedures. The student group also rewrote the Project Personnel Tier Descriptions, thus providing clear definitions of both benefits and responsibilities for all levels of Project personnel (see Appendix A).

The August 1980 planning retreat described earlier in this report provided an opportunity for comprehensive goal delineation and planning for the entire year. (Appendix I contains information on goals which Student Associates set for themselves at the beginning of the Project year and end-of-year assessments of the extent to which those goals were accomplished.) A day-long session at the retreat was devoted to formulation of plans for the implementation of each of the six general program objectives. One Student Associate assumed responsibility for carrying out the planned activities related to each of these objectives throughout the year. Since the quarterly reports were organized on the basis of the objectives, each Associate was responsible for that section of each quarterly report pertaining to her area of responsibility. Project goals thus were implemented in a systematic, effective manner due to the careful planning which was done during the retreat.

The positions of Chairperson, Scribe, and Budget Monitor were rotated quarterly so that every Student Associate had an opportunity to serve in several leadership roles. Prior to each meeting the Chair and Scribe prepared an Action Summary (see Appendix J) to serve as an agenda for the meeting as well as a reminder of actions to be accomplished. The Scribe was responsible for compiling and editing the newsletter (see Appendix J) which was initiated during the 1980-81 Project year. A chairperson was selected to plan the noon-hour colloquia and mini-courses. Students also served on standing committees, such as the Travel Committee and the Project Advisory Council.

Student Associates also designed a procedure for the selection of Student Associates for 1981-82. A paper describing this procedure was presented at the Mid-South Educational Research Association meeting in November 1980. A copy of the paper appears in Appendix B.

Initially, letters describing the fellowship program and soliciting applications were sent from the Project Director to the deans of all colleges within the University which had doctoral programs. Subsequently department heads in the Colleges of Liberal Arts, Business Administration, Home Economics, and Education were contacted personally by Student Associates and asked to distribute applications to promising students. Student Associates reviewed credentials and scheduled group and individual interviews with the 20 individuals who submitted applications. The interview process was essentially unchanged from the previous year, but in addition an extemporaneous writing sample was requested following the oral interview. The rating form used for applicants remained the same as in previous years (see Appendix J).

Although input was solicited from Faculty Mentors regarding the selection of fellowship recipients, Student Associates in conjunction with the Project Director made the final selection of the new Student Associates. Five students were selected to receive fellowships for 1981-82, one from the area of School and Community Psychology, two from the College of Home Economics, one from the Department of Educational Psychology, and one from the Department of Educational Administration and Supervision. A retreat was scheduled for the last weekend of August 1981 during which outgoing Student Associates planned to orient the incoming group to their responsibilities in managing the Project.

APPENDIX A

PROJECT PERSONNEL TIER DESCRIPTIONS

STUDENT ASSOCIATES

Prerequisites

* Stipend ($400/mo.)
* Tuition & fee waiver
* Computer/Duplication/Secretarial Services
* Travel Budget: for paper presentation, training conferences & workshops, internships, and data collection.

The Project Provides:

1. Support of student for completion of prescribed program.
2. Provision of additional coursework as necessary to provide adequate foundation for research activities.
3. Provision of opportunities for involvement in ongoing research.
4. Opportunity for consultation with established researchers in development of student-generated research.
5. Entry into a "system" of known/established researchers who, by interacting with the SAs in professional activities, come to know the SAs' professional strengths and, one hopes, will remember the SAs when professional/research opportunities become available.

Responsibility to the Project:

1. Involve himself/herself in research activities (beyond those required to meet doctoral dissertation needs) with other Project participants.
2. Act responsibly in his/her professional relationships, meeting any commitments for research involvement made as a part of the Project.
3. To actively seek out research involvement with other tiers.
4. Reach out to others once his/her own professional career is established.

*ONLY SAs RECEIVE A STIPEND; ALL OTHER TIERS ARE ELIGIBLE FOR TRAVEL MONEY IF PRESENTING A PAPER, AND FOR STATED SUPPORT SERVICES.

FACULTY MENTORS

Prerequisites

* Travel money for presentation of papers.
* "Free labor"; that is, the services of other tier members who are interested in working on the Faculty Mentor's research.

Responsibility to Project:

1. To accept the services of, work with and train members of other tiers who wish to participate in Faculty Mentor's research.
2. To assist other tier members in the initiation, implementation, and writing for dissemination of their own original research.
3. To become an anchor member of an assertive professional support network including women and minorities, and to operate with a "raised consciousness" in suggesting women and minorities (especially Project members) for professional positions, including them in research efforts, and computing implicit or explicit "isms" in the existing network of researchers.
4. To actively seek out involvement with other tier members.
5. On occasion, to provide mini-course instruction and/or colloquia on topics of their specialties.

FACULTY ASSOCIATES

Prerequisites

* Travel money for presentation of papers.
* Access to computer, duplication & secretarial services on project-related activities.

The Project Provides:

1. Opportunity to take academic coursework and/or mini-courses to increase research-related skills.
2. Opportunity to generate research and/or offer research opportunities to SAs or other tier members, and/or to become involved in research generated by other tier members.

Responsibility to Project:

1. To become part of a network of researchers, agreeing to advance the cause of qualified women/minority researchers, especially Project members.
2. To increase the amount of energy devoted to research activities and/or to increase the dissemination of research results ("become more active").
3. When possible, to provide opportunities for research involvement and/or internships for SAs and other interested tier members.
4. To actively seek out research involvement with other tiers.

The major difference between Field and Faculty Associates is that while most faculty positions encourage/demand research involvement, few field positions do. Thus, Field Associates can be expected to provide "real life" experience internships, but their research productivity cannot reasonably be expected to equal that of Faculty Associates. On the other hand, research is seen as a vital component of professional accomplishment if a faculty member is to be promoted; therefore the Field Associates should hope to gain from the Project the support (including personnel) to allow a greater-than-usual research effort resulting in an increase in completed and disseminated research.

FIELD ASSOCIATES

Prerequisites

* Travel money for presentation of papers.
* Access to computer, duplication & secretarial services on project-related activities.

The Project Provides:

1. Opportunity to take academic coursework and/or mini-courses to increase research-related skills.
2. Opportunity to generate research and/or offer research opportunities to SAs or other tier members, and/or to become involved in research generated by other tier members.

Responsibility to Project:

1. To become part of a network of researchers, agreeing to advance the cause of qualified women/minority researchers, especially Project members.
2. To increase the amount of energy devoted to research activities and/or to increase the dissemination of research results ("become more active").
3. When possible, to provide opportunities for research involvement and/or internships for SAs and other interested tier members.
4. To actively seek out research involvement with other tiers.

NIE PROJECT PERSONNEL

Faculty Mentors

Trudy W. Banta, Professor - Bureau of Educational Research and Service

Priscilla White, Associate Professor - Head, Department of Child & Family Studies

Chuck M. Achilles, Professor - Bureau of Educational Research and Service

Fred P. Venditti, Professor - Director, Mid-Atlantic Appalachian Race Desegregation Assistance Center

Robert K. Roney, Professor - Curriculum and Instruction

Schuyler W. Huck, Professor - Educational Psychology and Guidance

Faculty Associates

Elma Mardis, Coordinator and Assistant Professor of Education - Bureau of Educational Research and Service

Donna Young, Assistant to Director - Bureau of Educational Research and Service

Charlene Michael, Associate Director, MAARDAC

Charlie Faires, Assistant Professor - Educational Administration and Supervision

Olga M. Welch, Assistant Professor - Special Education and Rehabilitation

Field Associates

Mary Ann DeVoe, Assistant Professor - Human Services

Doris Crawford, Comprehensive Employment Training Act Director - Knoxville-Knox County Community Action Committee

Yvonne Ralston, Associate Director - Center for the Study of Higher Education (MSU)

Aaron Means, Administrative Coordinator Public Personnel - Knoxville City Schools

Ida Lou Stephens, Principal - Linden Elementary School

Harriet Crump, Director of Elementary and Secondary Education - Shelby County Board of Education

Student Associates

Sandy Shoun - Educational Psychology and Guidance

Lu Fernandez - Educational Administration and Supervision

Jenny Campen - Educational Administration and Supervision

Student Associates (Cont'd)

Wilma Jozwiak - Child and Family Studies

Pam Freeman - Educational Administration and Supervision

Oneida Martin - Curriculum and Instruction

Judson Reese-Dukes - Educational Psychology and Guidance

Althia Canty - Educational Administration and Supervision

Vickie S. Dean - Educational Administration and Supervision

Nan Lintz - Educational Administration and Supervision

Dulcie Peccolo - Home Economics

Sandra Thomas - Educational Psychology and Guidance

Karen Weddle - Home Economics

APPENDIX B

ADVANCED RESEARCH IN EDUCATION -- A RECRUITMENT AND SELECTION PROCEDURE DESIGNED AND IMPLEMENTED BY STUDENT ASSOCIATES AND FACULTY MENTORS

Trudy Banta, Project Director and Faculty Mentor

Pamela Freeman, Student Associate

Sandra Shoum, Student Associate

NIE-ARIE, The University of Tennessee, Knoxville

November, 1980

A Paper Presented as Part of a Symposium on "The Experimental Programs for Opportunities in Advanced Study and Research in Education -- Aspects of Women and Minorities Programs in Alabama, Georgia, and Tennessee" at the Mid-South Educational Research Association Annual Meeting in New Orleans, Louisiana, November 12-14, 1980

At The University of Tennessee, Knoxville (UTK), a program funded by the National Institutes of Education (NIE) completed its first year in July, 1980. With a primary purpose of advancing the research activities of women and minorities in education, the program involved Student Associates (doctoral candidates), Field Associates (post-doctoral professionals in education), Faculty Associates (faculty with rank of assistant professor who were initiating their own research projects), and Faculty Mentors (associate professors or professors with acknowledged research competence). A unique feature of the UTK project was the major function of Student Associates in assisting the Project Director (also a Faculty Mentor) with grant management.

Continuation was authorized for the UTK project for the 1980-81 year. In their roles as co-managers of the project, the Project Director and Student Associates designed and implemented a recruitment/selection procedure for the 1980-81 Student Associates. Basic steps in the procedure and instruments developed for application and evaluation of candidates are presented in this report. A concluding section outlines strengths and weaknesses in the recruitment/selection procedure.

Steps in Recruitment/Selection Procedure

In preparation for continuation of the Project, a procedure was designed for selection of Student Associates for 1980-81. Student Associates assumed responsibility for designing a brochure (attached) and application form and for contacting departments in the Colleges of Liberal Arts, Business Administration, Home Economics, and Education to explain the Project

and application procedure. In designing the application form, sample forms that are used for admissions and fellowships or scholarships in various departments in the university were reviewed. In addition, the Student Associate who drafted the questionnaire considered 1979-80 NIE students and their strengths that were especially important in capitalizing on grant opportunities (e.g., writing skills). The Project Director and other Student Associates were asked to critique the application form before distribution. The project and application procedure were explained to department heads, who then distributed the information to potential applicants. In addition to the application form, applicants were asked to submit sample papers which they considered to be good examples of the quality of their writing. Student Associates and Faculty Mentors were asked to review credentials of each applicant. There were 22 applications representing the following departments: Educational Administration and Supervision; Health, Education, and Safety; Industrial and Organizational Psychology; Educational Psychology; Child and Family Studies; and Nutrition and Food Sciences.

Three interview sessions were held to enable Student Associates, the Project Director, and Faculty Mentors to interview the applicants. The following list of questions was used to provide consistency and structure in the interview:

1. Would you be able to commit 20 hours per week to endeavors associated with the NIE Project during the next year? Briefly describe your probable course loads and any other employment in which you are likely to engage.
2. What role will <u>research</u> play in the professional career you have planned for yourself?

3. What sort of assistance would be of most help to you in carrying out any research which you may have planned for the coming year?
4. How would participation in the NIE Project assist you in attaining your personal/professional goals?

Interview questions were derived from the students' personal goals in relation to the demands and goals of the Project. Use of these questions fulfilled two purposes; students learned about the demands and goals of the Project, and interviewers became aware of the students' goals. The first question was asked while a group of interviewees were still together. The other three questions were asked of each applicant in a private interview setting while the rest of the applicants waited outside the interview room. Applicants were invited to submit additional comments in writing after the interview session if there were things that they thought about after their interview was completed. During the interviews, applicants were encouraged to ask questions about the Project. Following the interview sessions ten finalists were selected by the Student Associates and the Project Director, using an evaluation form.

The evaluation form that was used to rate applicants and to select the ten finalists was developed by the Project Director after looking at applications for doctoral study from the College of Education and the College of Home Economics in relation to Project goals. Student Associates reviewed the form and suggested minor revisions. Knowing that all candidates would be highly qualified, an attempt was made to spread ratings at the high end of a continuum. (See Figure 1.)

Based on Review of Applicants' File:	(5) Truly Exceptional	(4) Well Above Average	(3) Good	(2) Average	(1) Below Average	No Opportunity To Observe
Previous work experience related to Project goals						

Figure 1. Evaluation Scale - Sample Item

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The form included sections for evaluation of the applicant based on the applicant's file, the interview, and conversations with reference persons. An overall rating, using the same scale but doubling the weight of each score, was based on two items -- potential for the Project to assist in candidate's development and potential for candidate to assist in furthering Project goals. Space was allowed for comments and/or questions at the bottom of the form.

This evaluation form proved to be both helpful and a source of frustration for persons involved in selection of the candidates. When raters tried to give overall scores, a basic question that cuts across all women/minority projects had to be addressed. This question concerned whether the purpose of the Project should be to accept highly qualified candidates and develop them into "stars," or to help persons with unrealized potential to develop into novice researchers. Because of disagreement among the raters, the overall ratings probably were a compromise between these two interpretations of the purpose of the Project. The discussion and soul-searching brought about by the question, however, was viewed by the evaluation group as a worthwhile experience toward strengthening the work of the team. Another disadvantage in arriving at final ratings was that the initial intention was to rate all candidates in comparison to all others. It really was not possible, however, to use other candidates as a standard when the entire group was not interviewed at the same time. While an attempt was made by some raters to reserve judgment until all candidates had been interviewed, the passage of time between the first and last interviews and the difficulty in trying to recall first impressions of persons who were interviewed first hindered the objectivity of raters.

Final tabulation of the ratings was done by individual raters. It was surprising that not all raters interpreted instructions for conversion of scales in the same way. Probably it would have been more efficient to have collected forms untabulated and to have had scores converted by persons responsible for final tabulation.

Faculty Mentors met with the Project Director to make the final selection of new Student Associates after consideration of individual differences among the ten finalists and consultation with references. Five students were selected to receive fellowships for 1980-81, two from the Child and Family Studies Department in the College of Home Economics and three from the Educational Administration and Supervision Department in the College of Education.

Strengths and Constraints of the Recruitment/Selection Procedure

Following the selection of Student Associates for 1980-81, the Project Director and Student Associates for 1979-80 identified strengths and constraints in the recruitment/selection procedure. The purpose of identifying strengths and constraints serves two purposes: to provide a basis for strengthening the Project's recruitment/selection procedure for 1981-82 and to disseminate to others involved in Project management the positive and negative outcomes that can occur in recruitment/selection. Included in this section is a delineation of these strengths and constraints and a discussion section which contains suggestions for remedying constraints.

Strengths

. An outcome of the trans-college recruitment/dissemination procedure was

receipt of applications from a mixture of males, females, and minorities. Project information did, in fact, reach many persons on campus.

. The group interviews allowed candidates in each group to get to know each other and to become acquainted with Project members.

. Project members were forced to address the issue of the purpose of the Project. This process helped Project members and applicants in ascertaining congruence between Project goals and candidates' personal/professional abilities and goals.

. In terms of time usage of Project members and candidates, the process was efficient.

. The procedure was reliable inasmuch as application and interview requirements were consistent for all applicants; all applicants were rated using a standardized evaluation form; and the Project Director asked all applicants the same questions during the interview.

Constraints

. Multiple interviewers may have been threatening to interviewees during the interview sessions.

. References of applicants were not fully utilized.

. Evaluators were frustrated by the necessity to rate their own peers/friends because of the difficulty in rating them objectively.

. Time did not permit taking the final step in establishing a reliable selection procedure which would have involved all evaluators discussing the rating procedures on the evaluation form and participating in a sample rating exercise. Since this last step was not taken, inter-rater reliability was questionable in that the evaluation response

scale was interpreted differently by different evaluators.

. Some Project participants questioned the ability of (1) students outside the College of Education to benefit from the Project, and (2) the Project to benefit from these students.

Discussion

After delineating constraints of the Project's recruitment/selection procedure, the Project Director and Student Associates made the following suggestions for rectifying the constraints:

. Although multiple interviwers may have been threatening to some of the interviewees, the Project Director and Student Associates felt that the involvement of everyone in the interview process was a strength in terms of sharing different points of view pertinent to applicant selection. Therefore, the suggestion was made that all Project participants need to be present during the 1981-82 interviews.

. References of applicants were not utilized fully. However, because at least two evaluators knew each applicant, it was felt that the evaluators themselves were qualified to serve as references. During the recruitment/selection procedure for 1981-82, evaluators will contact references prior to the selection of Student Associates.

. In order to evaluate peers/friends in a more objective manner, Project participants need to have preparatory evaluation sessions in order to identify pertinent traits rather than the overall person. Each applicant will be rated on <u>each</u> trait in comparison with all other applicants. Other suggestions for remedying this constraint include: opting to disqualify self as an evaluator of personal friends or opting to serve only as a reference.

. Inter-rater reliability is a prerequisite to the establishment of a reliable selection procedure. In order to remedy inter-rater disagreement, suggestions were made to discuss the evaluation response scale and to practice evaluating in a simulated role play.

Topics for Discussion

1. How does one establish a congruence between the Project's goals and the applicant's goals and abilities? Should the applicant who has many research experiences/skills be given priority over the applicant who has few research experiences/skills?

2. How can students outside the College of Education benefit from the Project and how can the Project benefit from these students? What are the pros and cons of choosing students in the College of Education as opposed to students outside the College of Education?

APPENDIX C

QUARTERLY PROJECT-RELATED EXPERIENCES OF STUDENT ASSOCIATES

First Quarter Experiences
of
Student Associates

Conferences/Workshops	Presentation Category	Title	Authors/Presenters
Sixth Annual Evaluation Network Conference	Paper	"Measurement of Problems in the Evaluation of Field Based Projects"	Trudy W. Banta: Project Director Jo Lynn Cunningham: Mentor Wilma Jozwiak, Dulcie Peccolo, Karen Weddle: Student Associates
Mid-South Educational Research Association (MSERA)	Symposium	"Recruitment/Selection Procedure for 1980-81 Student Associates"	Trudy W. Banta: Project Director Sandy Shoun, Pam Freeman: Student Associates
MSERA	Symposium	"Developer Demonstrators and Dissemination"	Nan Lintz: Student Associate Charles Achilles: Mentor
MSERA	Paper	"Instructional Behaviors That Enable Teachers to Maximize Allocated Classroom Time"	Althia Canty, Oneida Martin: Student Associates
MSERA	Display Session	"Extending Educational Opportunities to Functionally Illiterate Adults"	Althia Canty: Student Associate Donna Young: Faculty Associate
MSERA	Display Session	"Project Need"	Sandy Shoun: Student Associate Donna Young: Faculty Associate
Southern Regional Council on Educational Administration	Paper/ Colloquium	"WIE-ARIE Internships: An Important Preparation Component for Women and Minorities"	Vickie Bean, Wilma Jozwiak, Pamela Freeman, Nannette Lintz: Student Associates Harriet Crump, Jenny Cooper: Field Associates
Women's Activity Committee National Alumni Association	Workshop	"Dual Careers"	Sandy Shoun: Student Associate Donna Young: Faculty Associate

Committee Service	Participant
Tennessee Nutrition Education Evaluation Project	Dulcie Paccolo Pam Freeman Karen Weddle Wilma Jozwiak
Research Service and Development Committee (College of Education)	Vicki Dean
Educational Administration and Service Committee (College of Education)	Vicki Dean
NIE Project Travel Committee	Pam Freeman Wilma Jozwiak Charles Achilles Marianne Devoe
Grant Writing	
Non-Verbal Communication Proposal submitted to U.S.O.E.	Sandy Shoun Nan Lintz Charlie Faires
Completion of Preliminary Examinations	Vicki Dean

Second Quarter Experiences
of
Student Associates

A. Conferences/Workshops

Meeting	Title of Paper Presented	Authors/Presenters
Annual Conference: Southern Graduate Schools	"The Development of a Graduate Student Handbook"	Mary Richards, Assistant Dean C.W. Minkel, Dean of Graduate Studies, UTK Wilma Jozwiak, Karen Waddle, Dulcie Pettolo: Student Associates
Georgia State National Diffusion Network Awareness Conference	"Learning to Read by Reading"	Nan Lintz
MIE Workshop	Time Management	Pam Freeman, Lu Poole, Oneida Martin: Student Associates Charlene Michael: Faculty Associate
Knox County Inservice Program	Time Management	Pam Freeman, Lu Poole, Oneida Martin: Student Associates Charlene Michael: Faculty Associate

B. Grant-Writing

Cultural Understanding Proposal submitted to U.S.O.E.	Nan Lintz

C. Publications Submitted/Accepted

Title	Journal	Author
"After Divorce: Personality Factors Related to the Process of Adjustment"	Accepted by Journal of Divorce	Sandra Thomas
"Multi-method Diagnostic Assessment of the Family System: A Case Study"	Submitted to: Perspectives in Psychiatric Care	Sandra Thomas Ronald Cromwell

Title	Journal	Author
"Simulation, a New Tool for Inservice Education"	Accepted by Educational Leadership	Vicki Dean
"A Parable: The Implementation of an Educational Innovation"	Submitted to: Phi Delta Kappan	Vicki Dean

D. Committee Service

1. Tennessee Nutrition Education Evaluation — Dulcie Peccolo, Pam Freeman, Karen Waddle, Wilma Jozwiak
2. Career Education Evaluation — Vicki Dean, Dulcie Peccolo, Nan Lintz
3. Research Service & Development Committee (College of Education) — Vicki Dean
4. Research on Black Women — Joyce Jones, Olga Welch, Althia Canty, Karen Waddle

E. Internships

Mentor	Student
1. Walter Lambert, Director of Energy Programs, 1982 World's Fair	Nan Lintz
2. C. W. Minkel, Dean of Graduate Studies, University of Tennessee	Dulcie Peccolo
3. John Smith, Director of Research & Evaluation, Charlotte-Mecklenburg Schools, Charlotte, N. C.	Vicki Dean

F. Awards

UTK Women of Achievement Award for the Outstanding Graduate Student at the University in 1980-81 — Pam Freeman

Third Quarter Experiences
of
Student Associates

A. Conferences/Workshops

Meeting	Title of Presentation	Authors/Presenters
Annual Conference: Council for Exceptional Children	"Curriculum Options for Early Childhood Education"	Vicki Dean
Annual Meeting: American Educational Research Association" (AERA)	"Evaluation of the University of Tennessee Pre-Doctoral Training Program Designed to Increase Participation of Women and Minorities in Educational Research"	Trudy W. Banta: Project Director Wilma Jorviak, Nan Lintz: Student Associates William C. Wolf, Jr.: External Evaluation Consultant
AERA	"Qualities of Staff, Administration and Organizational Climate Related to Implementation of Career Education"	Trudy W. Banta: Project Director Sheldon B. Clark Sandra Shoun
East Tennessee Education Conference	"Learning to Read by Reading"	Nan Lintz
Kentucky State Awareness Conference	"Learning to Read by Reading"	Nan Lintz

B. Conferences Attended by Student Associates	Student Associates
American Educational Research Association	Nan Lintz Althia Canty
Women in Higher Education in Tennessee	Karen Weddle Dulcie Peccolo
Human Sexualty Conference	Nan Lintz
American Association for School Administrators	Nan Lintz

C. Committee Service

Tennessee Nutrition Education Evaluation	Dulcie Peccolo Pam Freeman Karen Weddle Wilma Jorviak
Career Education Evaluation	Vicki Dean Dulcie Peccolo Nan Lintz

Committee Service

Research Service & Development Committee	Vicki Dean
Research on Black Women	Joyce Jones Olga Welch Althia Canty Karen Weddle

D. Internships

Mentor	Student
Nancy Belck Dean of College of Home Economics UTK University of Tennessee	Vicki Dean
Jack Sullivan Director of New England School Development Council	Nan Lintz

E. Preliminary Examination for Doctoral Program

Passed oral examination	Nan Lintz

Fourth Quarter Experiences
of
Student Associates

A. Conferences/Workshops

Meeting	Title of Presentation	Authors/Presenters
American Psychological Association	"Stress Factors Related to Career Development of Married Professional Women"	Sandra Shoun, Sandra Thomas: Student Associates Priscilla White: Mentor Charles Fairas: Faculty Associate
Appalachian Conference for Children and Families	"Home-based Intervention: Evidence of Effectiveness	Trudy W. Banta: Project Director Dulcie Peccolo: Student Associate
Sigma Theta Tau Nursing Research Conference, UTK College of Nursing	"Adjusting to Divorce: From Crisis to Recovery"	Sandra Thomas

B. Conferences Attended by Student Associates

Conference for Administrators and Staff of Learning Centers	Althia Canty

C. Papers Submitted/Accepted for Publication

Title	Journal	Authors
"Perceived Participation in Decision-Making, Satisfaction, and Attitudes toward Collective Bargaining in Public School Districts in East Tennessee"	Submitted to Educational Administration Quarterly	Pam Freeman Robert Roney
"The Retirement Power in Education Project: An Evaluator's Perspective"	Accepted by Tennessee Education	Trudy W. Banta Sandra Shoun
"Principal's Support: Indispensable Ingredient in implementation of Career Education"	Accepted by Journal of Career Education	Trudy W. Banta Sheldon B. Clark Sandra Shoun
"A Functional Model for Management of Large Scale Assessments"	Paper submitted to Division H, AERA	Trudy W. Banta Wilma W. Jorviak Margaret P. McCabe

D. Internships

Appalachia Educational Laboratory Charleston, West Virginia	Nan Lintz

E. Research Projects Completed

Title	Author
"Maintaining Intimate Relationships" and "Terminating Intimate Relationships"	Sandra Thomas
Evaluation of Local Projects Conducted As a Part of Tennessee's 1980-81 State Plan for Career Education	Trudy W. Banta Judith Boser Vicki Dean Nan Lintz Dulcie Peccolo
Evaluation of Tennessee's 1980-81 Nutrition Education and Training Program	Trudy W. Banta Althia Canty Vicki Dean Pamela Freeman Dulcie Peccolo Sandra Thomas Karen Weddle

F. Completed Doctoral Dissertation: Vicki Dean

G. Student Associates Accepting Professional Employment

Title	Student
Assistant Professor Department of Psychology Middle Tennessee State University	Judson Reese-Dukes
Assistant Professor Tennessee State University	Karen Weddle
Director of Special Services Tomball (Texas) School District	Lucille Poole

APPENDIX D

COLLOQUIUM TOPICS, EVALUATION FORM, AND SAMPLE OF EVALUATION FINDINGS

SACK-LUNCH COLLOQUIA 1980-81

October 9 - Dr. Fran Trusty-Professor of Educational Administration and Supervision
"A Perspective on Managing Conflict"

October 16- Dr. Chuck Achilles-Professor of Educational Administration and Supervision
"Nonverbal Communication"

October 23- Mr. Homer Fisher- Vice Chancellor for Business and Finance, UTK
"Finance in Higher Education"

October 30- Ms. Nan Lintz, Pam Freeman, Wilma Jozwiak, Vicki Dean, NIE Student Associates
"Internships: Unique Needs for Women and Minorities"

November 6- Dr. Jack Reese, Chancellor, UTK
"Aspects of the Administrative Role"

November 20-Dr. Pat Ball, Coordinator of Public Affairs, Mayor's Office, City of Knoxville
"Women in Government"

January 8 -Dr. Schuyler Huck, Professor Educational Psychology
Dr. Chuck Achilles, Professor Educational Administrati
"Building a Curriculum Vitae"

January 29 -Dr. Priscilla White, Department Head, Child and Family Studies
"Dual Roles - Combining Home and Career Responsibiliti

February 19-Dr. John Hemmeter-Director Institutional Research, UTK
"A Look at the Past, Present, and Future of Institutio Research"

February 26-Ms. Wilma Jozwiak, NIE Field Associate
"Environmental Conditions Effecting Adult Affectionate Behaviors in a Day Care Setting"

March 12 -Dr. Schuyler Huck-Professor, Educational Psychology
"Research Methodology" Mini-Course

April 2 -Dr. Jo Lynn Cunningham, Professor, Dept. of Child and Family Studies
Dr. John Philpot, Professor, Dept. of Statistics
"Matching vs. Random Selection"

April 30 -Dr. Charles Paires, Professor Curriculum and Instructi
"Listening Research"

May 7 -Dr. Jane Dunlap, Professor, Dept. of Advertising
"Communications, Proxemics"

May 14 -Ms. Betty Craig, Career Planning and Placement Counsel
"Preparing for Job Interviews"

May 21 -Dr. Russell French, Professor Curriculum and Instructi
"Teaching and Learning Styles"

COLLOQUIUM EVALUATION FORM

Please take time to evaluate this program. Your comments will help us in planning future presentations.

1. **The overall quality of this program was:**

   ____Excellent ____Good ____Average ____Fair ____Poor

2. **The information presented was:**

   ____Very relevant, helpful, valuable
   ____of some relevance and value
   ____of limited value
   ____of no value

3. **Length of the presentation was:**

   ____Appropriate
   ____Too lengthy
   ____Too brief

4. **Speaker's material was:**

   ____very well organized, flowed logically
   ____fairly well organized
   ____unorganized, rambling

5. **Voice quality of the speaker was:**

   ____excellent (volume and diction)
   ____fair (volume and diction)
   ____poor volume and diction (difficult to hear and understand)

6. **Visual aids, handouts, other supplements were:**

   ____effective, helpful
   ____fair, somewhat effective
   ____poor, ineffective
   ____none used

7. **Physical facilities (sound, equipment, seating, etc.) were:**

   ____adequate ____fair ____poor

8. **I would like to add the following comments:**

SUMMARY OF FALL QUARTER 1980 PROGRAM EVALUATIONS FOR SACK-LUNCH COLLOQUIA

	Program 1	Program 2	Program 3
1. QUALITY	8 excellent 5 good	5 excellent 8 good	8 excellent 1 good
2. RELEVANCE	12 very relevant 1 of some relevance	7 very relevant 6 of some relevance	8 very relevant 1 of some relevance
3. LENGTH OF PRESENTATION	12 appropriate 1 too brief	12 appropriate	9 appropriate
4. ORGANIZATION OF MATERIAL	12 well organized 1 fairly well organized	9 well organized 3 fairly well org. 1 no response	9 well organized
5. VOICE QUALITY	13 excellent	13 excellent	9 excellent
6. VISUAL AIDS	11 effective 2 fair	4 effective 2 fair 5 none used	9 effective
7. PHYSICAL FACILITIES	8 adequate 4 fair 1 no response	6 adequate 4 fair 2 poor	5 adequate 3 fair 1 poor
	N = 13	N = 13	N = 9

	Program 4	Program 5	Program 6
1. QUALITY	2 excellent 1 good 1 average	3 excellent 3 good	6 excellent 1 good
2. RELEVANCE	4 very relevant	4 very relevant 2 of some relevance	7 very relevant
3. LENGTH OF PRESENTATION	3 appropriate 1 too lengthy	5 appropriate 1 too brief	7 appropriate
4. ORGANIZATION OF MATERIAL	2 well organized 1 fairly well org. 1 unorganized	2 well organized 3 fairly well org. 1 unorganized	4 well organized 3 fairly well org.
5. VOICE QUALITY	2 excellent 2 fair	4 excellent 2 fair	7 excellent
6. VISUAL AIDS	4 none used	1 effective 5 none used	1 effective 6 none used
7. PHYSICAL FACILITIES	2 adequate 1 fair 1 poor	5 adequate 1 fair	5 adequate 2 fair
	N = 4	N = 6	N = 7

APPENDIX E

PROGRAM FOR TIME MANAGEMENT WORKSHOPS CONDUCTED BY PROJECT ASSOCIATES

NIE WORKSHOP

ON

TIME MANAGEMENT: A STRATEGY FOR COPING WITH STRESS

Room 221 University Center
The University of Tennessee
Knoxville, Tennessee

December 8, 1980

Time is a vital resource. How you use this resource in your personal and professional life is highly related to your success, peace of mind, and feeling of self worth. The NIE Project for Training of Women and Minorities in Research in Education at The University of Tennessee invites you to participate in this workshop.

WORKSHOP FORMAT

Monday, December 8, 1980

9:00-10:00	*Stress Management* Charlene B. Michael, NIE Faculty Associate
10:00-10:15	Break
10:15-11:15	*Professional Time Management* Pamela Freeman, NIE Student Associate
11:15-11:45	*Changing Professional Roles* Ida Lou Stephens, NIE Field Associate and Oneida Martin, NIE Field Associate
11:45-12:00	*Solicitation of Ideas*
12:00-1:30	Lunch on Your Own
1:30-2:30	*Personal Time Management* Lucille Fernandez, NIE Field Associate
2:30-2:45	*Logs and Analyses (see attached)* Pamela Freeman
2:45-3:45	*Discussion and Questions*
3:45-4:00	*Evaluation*

NO COST TO PARTICIPANTS

CALL IN REGISTRATION TO

Ms. Emily Blake
974-4165

A first step toward good management of time is an analysis of your use of this vital resource. Please write a log of your daily tasks for a period of one week and bring it to the workshop. Account for each 20-minute segment of your work day.

Tasks	Time
Example: Meet with secretary to review and set priorities for the day's calendar.	1 Block (20 min.)

NIE ANNOUNCEMENT

Approximately 20 persons attended all or part of the NIE time management/stress workshop on December 8. Participants included individuals from all tiers of the NIE Project, as well as Knox County school system supervisors, university counselors, a Union Carbide systems analyst and a university faculty member from the College of Liberal Arts! Evaluations of the workshop indicated that it was a great success. In fact, the five presenters have been asked to do a "repeat performance" for a group of 50 counselors, social workers, health teachers/coaches, and in-school suspension persons as part of the Knox County school system's inservice training on January 20! In addition, a one-hour segment of the workshop concerning professional time management will be presented on January 19 for central office administrators in the Knox County system.

If you were not able to attend this workshop on December 8, you will have another opportunity on January 20. All NIE personnel are welcome to attend any or all of the program, which will be held in Room 221 of the University Center, 9:00 a.m.-3:30 p.m. The format has been revised slightly and is enclosed. No registration is required, but persons planning to attend are asked to bring to the workshop a completed five-day task log, using the attached forms.

APPENDIX F

POLICIES GOVERNING TRAVEL FOR NIE PROJECT PARTICIPANTS

Policies Governing Travel for NIE Project Participants

Several changes have been made concerning travel for NIE Project participants. A travel committee will be elected at the General meeting September 24, 1980. One member of each tier will be selected. The committee will meet once a month to review each participant's written justification for travel. Committee meetings will be held once a month on a regularly scheduled day to be determined by the committee. Written justifications must be received one month in advance of the proposed travel or in ample time for consideration at the regular monthly meeting of the committee. The committee will decide whether or not the proposed travel is justifiable, according to the following criteria:

.Travel must be directly related to the NIE Project; i.e., to (1) present a paper, (2) participate in a training workshop that is clearly related to a research project in which the individual is engaged, (3) participate in an internship experience, (4) collect data related to one's research. Any requests for a travel authorization must be accompanied by a written justification for the trip.

.Allocations for conferences/training workshops will be:

$600 per faculty mentor
450 per faculty associate
250 per field associate
850 per student associate

.At mid-year (January 1981) each Project participant's actual and anticipated travel expenses will be reviewed. At that time only unallocated travel funds will be reallocated among those participants who have expended their own allocations and can justify additional travel.

.Each of the four NIE participants in Memphis and Martin will be funded for one trip to Knoxville for meetings.

.Each student associate will have a minimum $200 allocated for internships.

.Funding for student associates for additional internships and data collection will be competitive.

.Appeals can be directed to the Project Director.

Travel Budget Breakdown

Project Director	Travel to NIE meeting	$ 300
Faculty Mentors (7)	Conferences/Training $600/person	4200
Faculty Associates (6)	Conferences/Training $450/person	2700
Field Associates (9)	1 trip to Knoxville for meeting:	
	$150/person air fare	600
	38/person per diem	152
	Conferences/Training $250/person	2250
Student Associates (7)	Internships $200/person	1400
	Data Collection and/or internships competitive	2053
	Conferences/Training $850/person	5950
TOTAL		$19,605

THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION
KNOXVILLE, TENNESSEE 37916

BUREAU OF EDUCATIONAL RESEARCH AND SERVICE

MEMORANDUM

TO: NIE Participants

FROM: NIE Travel Committee: Chuck Achilles, Marianne DeVoe, Pam Freeman, and Wilma Jozwiak

DATE: October 6, 1980

RE: Travel Authorization Procedure

Regular monthly meetings of the NIE Travel Committee have been scheduled for the 2nd Wednesday of each month, beginning October 15, 1980. If no travel requests have been received by any of the committee members before noon on the day preceding any meeting date, the meeting will be cancelled for that month.

To request authorization for NIE funded travel, a completed travel justification form (attached) must be submitted to any committee member. Persons who have travel requests pending approval may contact Emily Blake (974-4165) following the committee meetings to find out whether or not the requests have been authorized. When automobiles/vans are to be used for travel, notification will be sent to all NIE participants, as requested at the September 24 NIE meeting.

Let us know if you have questions about travel authorization procedure. We encourage everyone to submit requests for the entire year this quarter, so that an accurate mid-year assessment of funds can take place in January. We will do our best to authorize travel fairly, using the attached NIE travel policies, as presented on September 24.

Attachments: Travel Justification Form
Policies Governing Travel for NIE Project Participants

NIE TRAVEL JUSTIFICATION FORM

Instructions for Completing Form: Complete form and submit to any member of the travel committee by noon on the day before meeting date. "Directly related" refers to definition/criteria provided in the "Policies Governing Travel for NIE Project Participants." Contact Pat Keck (974-4165) after monthly meeting to find out whether request has been approved before submitting UTK Travel Authorization form.

PERSON REQUESTING TRAVEL _____

DATE REQUEST SUBMITTED _____

PURPOSE OF TRAVEL _____

_____

_____

JUSTIFICATION (HOW IS THIS "DIRECTLY RELATED" TO NIE PROJECT?) _____

_____

_____

_____

_____

_____

_____

_____

DEPARTURE DATE _____ RETURN DATE _____

TRANSPORTATION: _____AIR _____UT AUTOMOBILE _____UT VAN

_____PRIVATE AUTO _____OTHER

ESTIMATED TOTAL COST (INCLUDE ROOM, BOARD, TRANSPORTATION, ETC.) _____

* *

FOR COMMITTEE USE

DATE REQUEST CONSIDERED _____

_____APPROVED _____DISAPPROVED

Committee:

C. Achilles
M. DeVoe
W. Jozwiak
P. Freeman

THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION
KNOXVILLE, TENNESSEE 37916

BUREAU OF EDUCATIONAL RESEARCH AND SERVICE

MEMORANDUM

TO: NIE Participants

FROM: Travel Committee

DATE: October 24, 1980

RE: Clarification of Travel Procedures

Questions from NIE participants indicate that clarification is needed regarding the various steps in travel authorization. Regardless of action or inaction (for example, when no request has been submitted) of the travel committee on a trip you plan to make, all travelers must complete a travel authorization form (sample attached) two weeks prior to departure date. Official signatures on this form mean that you are recognized officially as traveling as a representative of the University. This authorization does not obligate either the grant or the University to reimburse your expenses.

For reimbursement of expenses, you must:

1. Have approval of the travel committee for grant funds according to the "Policies Governing Travel for NIE Project Participants"
2. Complete a UTK expense form and submit it to Emily Blake upon your return to Knoxville (sample form attached). Keep receipts, itemized, for everything except meals to submit with this form.

APPENDIX G

EVALUATION OF THE UNIVERSITY OF TENNESSEE PRE-DOCTORAL TRAINING PROGRAM DESIGNED TO INCREASE PARTICIPATION OF WOMEN AND MINORITIES IN EDUCATIONAL RESEARCH

Wilma W. Jozwiak

Trudy W. Banta M. Nan Lintz William C. Wolf, Jr.

Paper Presented at the Annual Meeting of
The American Educational Research Association
Los Angeles, California
April 14, 1981

Paper Session 14.12

EVALUATION OF THE UNIVERSITY OF TENNESSEE PRE-DOCTORAL TRAINING PROGRAM DESIGNED TO INCREASE PARTICIPATION OF WOMEN AND MINORITIES IN EDUCATIONAL RESEARCH

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Introduction

At the University of Tennessee, Knoxville (UTK), a three-year program for the advancement of minorities and women in the field of educational research which is funded by the National Institute of Education is addressing the concern that women and minorities presently are underrepresented in educational research and development. This training grant is designed to enhance research skills and increase the competencies of women and minorities to participate in educational research. The underrepresentation of women and minorities in educational research is mirrored in the membership of the American Educational Research Association, which at the end of the academic year 1978-79 was composed of 3% blacks, 5% American Indians, 2% Hispanics, 89% Caucasians, and 3% others (American Educational Research Association, 1979). Women comprised 36% of total AERA membership in April 1980. Thirty percent of the primary or secondary authors listed as presenting at the 1980 Annual Meeting were women, but 88% of all invited presentations were made by male speakers (American Educational Research Association, 1980).

While the proportion of women presenting at annual meetings has grown from 8.8% in 1970 (Scheuneman, 1980), an analysis of five education journals including the American Educational Research Journal revealed that from 1973-1979 no increase occurred in the number of articles authored or coauthored by women (Lockheed and

Stein, 1980). It is perhaps true, as Cronin and Pancrazio (1979) have stated, that many people, male and female, still view research as a masculine pursuit.

In an attempt to provide more equitable participation and rewards for women and minorities in educational research, several special interest groups within AERA have been formed, including Research Focus on Black Education, Research on Women in Education, and Research on Multicultural/Multiracial Education. Two standing committees have been established on the Role and Status of Women in Educational Research and Development. However, as Frierson aptly states, "Most of the efforts in modifying the roles and status of minorities must take place at institutions and agencies where minorities are trained and employed if substantive results are to be seen" (1980, p. 5).

Valverde has formulated four goals that are essential to ensure the survival and success of minority researchers:

1. to acquire training related to research competencies
2. to be incorporated into the research community
3. to maintain a representative number of and meaningful contribution by racial and ethnic researchers in the research profession
4. to increase the number of culturally diverse researchers in the research profession (1980, p. 16).

Frierson's and Valverde's comments are equally valid for women in the field of educational research.

Entry into the field of educational research requires a level of proficiency which may be acquired through the study of research design and methods, data analysis, and technical writing, but also requires the opportunity to apply these skills in supervised research efforts.

The program at the University of Tennessee, Knoxville (UTK) provides opportunities for women and minority predoctoral students to take course work and engage in applied research in a university residential atmosphere which is critical in helping people develop self-reliance, initiative and maturity. Assistantships for

graduate study such as those provided by this project reduce the need for program participants to seek other employment, allowing more complete commitment to research goals.

Women and Minorities in Educational Administration

Women and minorities are significantly underrepresented in educational administration as well as in educational research and development. Although this situation is improving, the proportion of men versus the proportions of women and of minorities in the field are far from equivalent given their representation in the population. The National Center for Educational Statistics has reported that from 1970 through 1975 only 594 (10.6%) of the 5,536 doctoral degrees in educational administration were granted to women (U. S. Government Printing Office, 1976), though women represent 51 percent of the population.

In a report to Representative Shirley Chisholm the U.S. General Accounting Office reported that as of November 10, 1980 the top six NIE management positions were held by white males and one minority female. Of the 38 senior management positions at NIE, 11 were filled by minorities and 13 by women. NIE's most serious representation problem appeared to be in the concentration of minorities and females in low-paying clerical/support positions: Nearly half of NIE's minority and female personnel were employed in such positions.

If these trends continue, few women and/or minorities will be in administrative positions with the authority to direct research. Fortunately, viable alternatives are available to counteract those trends. George Kuh and Martha McCarthy (1980) conducted a study to assess the research orientation of doctoral students in preparation programs in educational administration. The findings suggest that students' interest in and appreciation of inquiry increase the more they are exposed to and become experienced in research activities. These authors call for a concentrated research effort in order to ensure the growth of educational administration

in the future. According to Kuh and McCarthy, "Educational administration preparation programs must provide opportunities for students to become involved in inquiry activities in addition to the required research-related courses (e.g., statistics and data processing)" (p. 119).

Through research-intensive doctoral programs in education and related fields, new researchers can learn to recognize and use existing research networks, and current researchers can serve as "mentors" to facilitate entry of new researchers into the field. Universities can provide training programs of the type funded by NIE that will 1) increase the pool of qualified women/minority researchers, 2) strengthen university commitment to this type of program, and 3) generate research of high quality.

UTK Project Structure

The UTK Project provides a network of support for women and minorities via its personnel structure, which consists of four tiers: six Faculty Mentors, including the Project Director, all professors at UTK with established reputations as regional leaders in educational research; six Faculty Associates, assistant professors at UTK who need to achieve recognition of their research efforts in order to be considered for promotion and tenure; six Field Associates, individuals with doctorates who are employed in positions of leadership in schools and colleges throughout Tennessee; and six Student Associates, second-year doctoral students in education and home economics at UTK. Nineteen (70%) of the 24 Project participants are women and/or minorities.

Faculty Mentors act as research consultants and assist other participants to expand their networks of professional contacts by introducing them and their achievements to research workers outside UTK. Faculty and Field Associates provide ideas for research projects and sites for data collection (in school and university classrooms and administrative settings). Student Associates collaborate with other

participants in gathering information, processing data, interpreting results, and producing reports. Under the guidance of the Project Director, the Student Associates take responsibility for day to day Project management, including arranging and conducting meetings, communicating Project developments to all participants, preparing progress reports and grant continuation proposals, and developing evaluation procedures.

Communication and identification of working teams are facilitated for this large network of participants by the generation on a quarterly basis of a computer printout which lists the current research interests and skills of each participant. Individuals sharing a common interest are encouraged to collaborate in developing (a) proposals for research, or (b) analyses of data collected previously, either of which could lead to production of a technical report, a paper for presentation at a conference, or an article for publication.

Project Evaluation

Training programs frequently are not evaluated formally, but are judged to be successful if participants satisfactorily complete licensure examinations, attain degrees, or achieve similar hallmarks. The University of Tennessee Project differs significantly from many other training projects in that the evaluation has been and continues to be an integral part of the learning experience for the Student Associates (SAs). Working during 1979-80 in an apprenticeship relationship with external evaluation consultant William C. Wolf, Jr., Professor at the University of Massachusetts, Amherst, the SAs planned and implemented an evaluation of perceived and actual success of the project.

In an initial meeting with the SAs, Dr. Wolf facilitated discussions leading to the clarification of Project goals and objectives and identification of appropriate measures of success. In the following weeks, as the SAs developed formal and informal procedures with which to collect data, Dr. Wolf was consulted by mail and by telephone

During a final campus visit, he acted as a "trouble-shooter" and helped the SAs plan data analysis procedures. At the end of the Project year, Dr. Wolf reviewed evaluation summaries which eventually were integrated by the SAs into the final Project report for 1979-80.

The following sections of this paper are organized according to the five Project objectives identified in consultation with Dr. Wolf. These objectives were:

1. To develop Student Associates' research-related skills
2. To increase Student Associates' research involvement
3. To increase Student Associates' visibility among practitioners in educational research and development
4. To build and extend supportive networks among women and minorities in educational research
5. To enhance Student Associates' employability in research-related jobs.

Objective I: To Develop Student Associates' Research-Related Skills

Research-related skills may be developed most effectively through a combination of classroom instruction and direct, supervised, research involvement. A perusal of the SAs' academic transcripts and resumes provided baseline data for Objective I and facilitated the individualization of activities for each SA. Progress toward Objective I was measured utilizing three instruments: the Student Associate Log (SAL), the Activity Survey Form (ASF), and the Individual Development Continuum (IDC).

The SAL was initially formulated as a means of communication with the Project Director. It quickly became apparent, however, that the SAs generally perceived their group as supportive, and so were able to openly discuss disagreements or dissatisfactions in the group. The nature of the SAL then changed, becoming a weekly record of all formal and informal research-related or network-extending activities in which the SA engaged. Data from the SALs indicated that six Student Associates completed milestone examinations requiring research competency, and that all completed coursework and/or training seminars in statistics, research design, data processing, and program evaluation.

The Activity Survey Form (ASF), administered quarterly to all Project personnel, consisted of four open-ended questions requesting the respondent to list all of his/her research-related activities, including papers submitted and accepted for publication or presentation. This quantitative assessment of Project output simplified the process of quarterly report writing, and allowed each SA to compare his/her output to that of others. Although "exposure" to research activity does not guarantee increased expertise in research-related skills, it generally was agreed among the SAs that the greater their immersion in ongoing research activity, the more confident and skilled they were likely to become. An analysis of ASF data indicated that each SA became involved in at least four major research efforts with other Project personnel.

Perhaps just as important to the neophyte researcher as skill-building research involvement is one's perception of one's own abilities and skills. The Individual Development Continuum (IDC) was a 22-item scale with a Likert-type response format. Respondents rated their skills/abilities on topics such as research design, automated data processing, and statistical analysis, using a 7-point scale ("none" to "very high"). The IDC was administered during the Fall and Spring Project Quarters. Data from the IDC allowed each SA to compute a gain score on his/her responses. Responses also were averaged across respondents, allowing the computation of a group gain score, and permitting the SA to compare his/her self-ratings against those of others.

Analysis of group gain scores after the Spring administration of the IDC revealed that the SAs' self-ratings had improved on all items except Concerns of Women and Minorities, which decreased from 5.7 to 5.0; and Leadership Skills, which remained stable at 5.0. The negative gain score obtained on the Concerns of Women and Minorities may have been the result of the discovery that the topic was much larger and more complex than previously supposed. The largest gain scores were obtained on Automated Data Processing (+2.4), Network Contacts (+1.7), Measurement Techniques (+1.5), Research Design (+1.15), and Paper Presentation (+1.15). The overall gain score across all items for all respondents was +1.0.

Objective II: To Increase Student Associates' Research Productivity

In addition to asking about on-going research involvements, the Activity Survey Form (ASF) also solicited information on the numbers of papers submitted and accepted for publication and presentation. Analysis of these data indicated that each SA submitted at least one paper for presentation, presented at least two papers at regional or national meetings, and participated in the development of several data collection instruments. Several SAs also wrote portions of quarterly and final project reports in addition to those for the NIE Project itself. A quantitative statement of Project participant productivity for the academic year 1979-80 is provided in Table I.

Objective III: To Increase Student Associate Visibility Among Practitioners in Educational Research and Development

Student Associate Logs (SALs) and Activity Survey Forms (ASFs) indicated that SAs attended and/or presented papers at more than 15 regional or national professional meetings during the first Project year. Two SAs entered national competitions and were selected to participate in special training activities with recognized leaders in their fields; both received some Project financial support for these activities. Also as a result of Project involvement, SAs were offered work as interns in administrative offices at UTK, local community colleges, and public school systems, and at an evaluation consulting firm in the Northeast.

Objective IV: To Build and Extend Supportive Networks Among Women and Minorities in Educational Research

The SAs thought it important to assess the success of the Project in building support within their own group, as well as success in supporting and encouraging network building outside the Project. The Camaraderie/Support Survey (C/SS) consisted of three types of items: (1) eleven items for self-rating of skills on a 1 (lack) to 5 (possess) Likert-type response format, including such skills as conflict

management and problem-solving; (2) open-ended items which assessed each SA's perception of his/her own contribution to the building of camaraderie and support; and (3) open-ended items which assessed various Project activities as related to camaraderie and support-building. Analysis of the self-rating scales indicated that SAs felt most competent in Task Definition (4.5) and least competent in Role Definition (3.6). The activities identified as being particularly useful in developing camaraderie and support within the Project group were (1) a leadership workshop, (2) group dynamics activities, (3) frequent social activities with other Project participants, and (4) on-campus group activities such as the Student Associate-sponsored colloquia.

It was more difficult to assess ways in which the Project aided in the development of camaraderie and support among non-Project personnel. Typically, these data were obtained through anecdotal reports. Project participants seemed to become more sensitive to the need to actively support women and minorities. That support ranged from active involvement in the establishment of the Association for Women in Higher Education in Tennessee to the introduction of women candidates' names for administrative/research openings in higher education.

Objective V: To Enhance Student Associate Employability in Research-Related Positions

The final assessment of the achievement of this objective cannot be made until more SAs receive their degrees. However, certain statements can be made at this time. At a minimum level, the Project provided support for the SAs while they completed their academic course work. In addition, the Project provided mini-courses in research-related topics, access to training opportunities off-campus, and support during specialized internships. SAs have had the opportunity to become acquainted with nationally known researchers at professional meetings. They have worked closely with recognized educational researchers who have in turn recommended them for jobs and other special opportunities. Internship opportunities provided and/or supported by Project funds have allowed the SAs to gain added visibility.

The extent to which these activities will promote the employability of the SAs is difficult to assess. However, one SA currently is employed at a local community college as a federal relations officer, a position for which her employer judged her to be uniquely qualified because of her Project experiences. Other SAs have been offered jobs as a result of their Project experiences which they have had to defer pending graduation. Economic conditions have made jobs in educational research much less accessible than in the past, but the skills and visibility gained by the SAs through Project involvement should increase their competitiveness in the job market.

Results of the summative evaluation indicate that progress was made toward attaining each of the Project objectives. The SAs received training and experience in research-related skills far beyond that typically offered in their respective academic programs. Each SA increased his/her rate of production in disseminating research results and greatly increased his/her range of professional acquaintances. Evaluation of enhanced network support can only be measured by subjective data, while indications are that satisfactory progress has been made in both areas. The SAs and other Project participants were pleased with the apprentice-consultant evaluation model and wished to continue it into the second Project year.

Results of Formative Evaluation

During the course of the first Project year the SAs identified a number of problems or limitations with the original Project structure and procedures. These problems or limitations concerned the procedure for selection of SAs, the within-Project team structure, the evaluation of SA-sponsored colloquia, the procedure for determining the extent of SA involvement in research activities, and the allocation of travel funds.

The Selection of Student Associates

The selection of SAs for the first Project year had been a hurried affair, complicated by a late notification of grant award and a university prohibition on

advertising positions before funding is assured. As a result the first SAs were chosen from a population of students who were known to Faculty Mentors and/or the Project Director. A more equitable system was considered to be imperative.

The SAs attacked this problem by first surveying several admission procedures from academic programs within the University. They developed an application form that included enough information to permit initial screening. Interviews were scheduled with those individuals whose applications suggested potential for the Project. The SAs, along with the Project Director, developed an interview format which allowed the interviewer to rate each applicant on the basis of his/her potential to benefit from and provide benefit to the Project. The applicant potentially could be rated on 25 separate characteristics. The interview procedure, conducted by the SAs, produced 10 finalists, and from that group the second-year Student Associates were chosen by the Faculty Mentors.

Project Team Structure

The original 4-person "team" structure (Faculty Mentor, Faculty Associate, Field Associate, Student Associate) was intended as a means of promoting early research involvement for Student Associates; it was suggested that each team find a research topi of mutual interest, or that existing data collected by the Faculty Mentor be analyzed and disseminated by the group. In theory, this structure had advantages; many of the Project participants were strangers to one another, and finding common interests for research would have been time-consuming. However, the team compositions were not effective for some groups. While two or three persons on the team might become involved in a topic, invariably someone felt left out. The sole advantage to the grouping seemed to be ease of communication; each SA had designated responsibility for keeping the other three members of his/her team informed of Project activities, deadlines, etc.

Within a short while, most Project participants had become involved in research investigations with others on the Project, suggesting that the "team" concept was

unnecessary and initially restrictive. As a result, the second Project year began without "teams." Each participant was free to contact any other participants to begin research involvements. Matching of research interests was facilitated by the use of a computer-generated interest listing, the Skills and Interests Survey (SIS). The SIS was developed in two phases. The first version was an open-ended questionnaire soliciting the respondents' current and projected research involvements. These responses were categorized, and the categorizations provided the basis for a forced-choice questionnaire administered to all Project personnel. The resulting data were computerized for ease of access.

Evaluation of Colloquia

The desire for the scholarly exchange of ideas was the stimulus for initiation of the SA-sponsored colloquia. Speakers, including SAs, other Project personnel, and persons from the University community, shared information concerning their research or other topics of interest to women and minorities in educational research. While some colloquia met with unqualified acclaim, others generated little excitement. In an attempt to evaluate the colloquia and make better plans for future colloquia, in the second year SAs devised an evaluation instrument to be administered at the end of each presentation. The resulting Colloquium Evaluation Form provided ratings of the quality of subject matter, setting, and speaker. The data obtained from these evaluation forms suggested that careful planning would be required to produce colloquia perceived as worthwhile by all Project participants.

Determination of SA Involvement in Research

The procedure for determining the extent of SA involvement in research conducted with other Project personnel had never been formally determined. As a result, both SAs and Faculty Mentors felt that the results frequently were unsatisfactory. SAs sometimes felt either that they were relegated to menial tasks or that they bore an unrealistic burden, while the Faculty Mentor sometimes felt that the SA was failing to put adequate effort into the research. The problem was discussed with Dr. Lloyd

Duvall, the Project's second year external evaluation consultant, who suggested "blank page" planning--a sort of contract among those working on a specific research project. Such a procedure did not exert preconceived notions of "ideal" involvement. Instead, it allowed each participant to state the degree of involvement he/she could reasonably provide, and the exact type of activities in which he/she most needed experience. The resulting contract could also be used at the culmination of the Project to assess each person's contribution in relation to his/her contracted contribution.

Allocation of Travel Funds

Finally, the allocation of travel funds caused disagreements among Project personnel. Traveling to professional meetings is seen by most researchers as essential to professional communication. Such travel has become more and more expensive. Analysis of budget figures at the end of the first Project year indicated that travel funds had been distributed inequitably: A few SAs traveled a great deal, while others did not attend as many conferences as they would have liked to attend. As an added problem, during the second Project year the travel portion of the budget was funded at a considerably lower level. The SAs were forced to consider priorities for their travel. Working with the Project Director, the SAs developed a set of travel request procedures. Persons from each of the four Project personnel tiers were chosen to be members of a Travel Committee to whom all travel requests were submitted. Requests were approved or denied on the basis of the travel request procedures, with appeals directed to the Project Director.

The evaluation of the NIE-ARIE Project produced both formative and summative data which resulted in substantive changes in Project procedures. The consultants provided a valuable learning experience that was an integral part of the SAs' training.

TABLE I. ACTIVITY MATRIX FOR ALL (24) NIE PERSONNEL (1979-80)

	Conferences Workshops and Training Sessions	Papers Prepared for Presentation/ Publication	Grant/Contract Proposals and Reports	Other Research Involvements	Honors Received
Total Activities/ Output	120	76	80	32	25
Activity/Output due to participation in NIE Project	60	32	28	22	8

References

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APPENDIX H

1980-81 EVALUATION INSTRUMENTS

Example of Blank-Page Planning

Student Associate Log

Activity Survey Form

Individual Development Continuum

Survey of Research Skills, Competencies, and Interests

Example of Blank-Page Planning

The 1982 World's Fair
Department of Energy Programs
Internship Work Program

Overall Objective

The overall objective of the internship program is to make a major contribution toward the Department of Energy Programs' goal of contributing to the announced purpose of the 1982 World's Fair to "seek a new level of excellence, a higher quality of performance" with the World's Fair than any previous, by:

1. Developing an index of energy programs running simultaneously with the Fair programs that will aid in achieving the Department of Energy Programs' objectives #2 and #3 related to stimulating the exchange of scientific and technological information, and tourism.

2. Participating in the organization and planning of the International Energy Symposia Series, specifically Symposium II, November 3-6, 1981, which will analyze the issues identified in Symposium I.

3. Participating when needed in the organization, planning and development of the Energy Institute for Executives, Energy-Awareness Stations, Public Radio and Television Energy-Awareness Programs, "Captain America" Show, National Youth Energy Projects Competition and International Energy Forum and Workshop for Educators.

4. Working with The University of Tennessee's Department of Educational Research and Services to respond to a request for proposal on "Citizen Education for Cultural Understanding Program."

5. Functioning as a participant/observer in staff meetings and planning sessions relating to the Department of Energy Programs' strategies.

Work Plan Strategies--1981, 1st Quarter

Index Objectives:

1. January: develop inclusive list of pertinent organizations.
2. January: make initial contacts with identified organizations by phone, letter or personal interview.

3. February: continue contacts.
4. February: develop draft of master plan for indexing system.
5. March: complete list and contacts.
6. March: complete master plan for indexing system.
7. March: leave developed index with instructions for revisions.

Symposia Objectives:

1. January 8: participate/observe in second meeting of Symposium II Organizing Committee.
2. March: participate/observe in third meeting of Symposium II Organizing Committee.
3. Continual: assist when needed with completion of the Department's Symposia objectives.

Cultural Understanding Program Proposal Objectives:

1. By January 12: complete outline for proposal.
2. January: collect date for proposal.
3. By January 25: meet with Chuck Achilles and Walter Lambert related to direction.
4. February 16: complete rough draft of proposal for review.
5. February 25: mail proposal.

Other Objectives:

1. Continual: assist when needed in the planning, developing and implementing of the Department's plans.
2. Continual: participate/observe public administrative activities.

NIE PROJECT

Student Associate Log

Name:

Week:

Type of Activity	Amount of Time	Briefly Describe the Project
1. NIE Grant Management		
2. NIE Meetings		
3. Other Meetings, Workshops		
4. Test/Questionnaire Construction		
5. Data Collection/Analysis		
6. Technical Writing		
7. Non-Technical Writing		
8. Proposal Preparation		
9. Workshop Preparation/Presentation		
10. Research		
11. Other		

ACTIVITY SURVEY FORM

1) Presentations

Conventions/ Conferences	Presentation Category	Title	Authors/ Presentors

2) Committee Service

	Participants

3) Grants

Title	Agency	Author

4) Publications

Title	Journal	Author

5) Internships

Participant	Sponsoring Agency

Individual Development Continuum

Please indicate your perception of your current knowledge level and/or abilities/skills in each of the areas listed below:

	None	Very Low	Low	Moderately Low	Moderately High	High	Very High
	1	2	3	4	5	6	7
1. Personal time management							
2. Grant writing							
3. Statistics							
4. Measurement techniques (construction of tests, questionnaires, etc.)							
5. Automated data processing							
6. Research design							
7. Program evaluation							
8. Technical writing (reports, articles for publication)							
9. Paper presentations (generating interest, providing illustrations, etc.)							
10. Workshop presentations (stimulating audience participation)							
11. Administrative/supervisory roles							
12. Communication skills (oral)							
13. Communication skills (nontechnical writing)							
14. Active listening skills							
15. Human relations skills in teamwork							
16. Network contacts							
17. Leadership skills							
18. Consulting (establishing rapport, assessing situation, making recommendations)							
19. Knowledge attainment methods (use of library, human resources, automated retrieval systems)							
20. Effective teamwork production							
21. Concerns of women/minorities							
22. Budget and record keeping							

To: All Project Personnel

Re: Results of the Survey of Research Skills, Competencies, and Interests

This is your copy of the results of the SRSCI administration. It is a composite of the information provided by the personnel survey instrument that was administered in Fall Quarter. Following the personal data information for each individual are the responses for the questions on the survey. You will recall a number 1 means high, number 2 means moderate and number 3 means low. Immediately following the personal data is a chart showing group totals for questions one and two. The numbers across the top are the response numbers that were choices (1-22); under each of those is a number (the number of persons who selected that item and whether it was selected as a 1, 2, or 3). The percentage is given for each of the items and the totals in the rows and columns. The next listings are the possible groupings for each of the items based on the ranking each individual gave.

The personnel survey will be readministered in late August or early September when project personnel will change and their data will change.

PERSON: SANTA TRACY
LEVEL: FACULTY MENTOR
ASSOCIATE PROFESSOR EDUCATION
2046 TERRACE AVE
KNOXVILLE TN 37916
HOME: 615-693-6305 WORK: 615-974-2288

QUESTION 1: SKILLS, COMPETENCIES, INTERESTS

1-INTERPERSONAL RELATIONS
1-PROGRAM EVALUATION
1-EDUCATIONAL OUTREACH TO THE COMMUNITY
1-CAREER EDUCATION
2-RESEARCH DESIGN AND METHODS
2-EDUCATION OF THE HANDICAPPED
2-ADMINISTRATION AND SUPERVISION
2-GRANTS AND CONTRACTS
2-TECHNICAL WRITING
3-EARLY CHILDHOOD EDUCATION

QUESTION 2: RESEARCH NEEDS

2-RESEARCH METHODOLOGY
2-DATA PROCESSING
2-STATISTICS
2-BUDGETING

QUESTION 3: RESEARCH PROJECTS--CURRENT

TN GRADUATE ASSISTANT STIPENDS
STUDENT RETENTION
EVALUATION OF NUTRITION EDUCATION
CAREER EDUCATION
EVALUATION OF VOLUNTEER PROGRAMS IN PUBLIC SCHOOLS

QUESTION 4: FUTURE RESEARCH PROJECTS-INTERESTS

ADVANCEMENT OF WOMEN IN ADMINISTRATION IN HIGHER EDUCATION
ADMINISTRATIVE DATA SYSTEMS

APPENDIX I

GOALS AND ACCOMPLISHMENTS OF STUDENT ASSOCIATES

1980-81 Student Associates

Pamela Freeman

Dulcie Peccolo

Althia Canty

Vicki Dean

Sandra P. Thomas

Karen Weddle

Nan Lintz

1979-80 Student Associates

Wilma Jozwiak

Lucille Poole

Sandra Shoun

Jenny Campen

Judson Reese-Dukes

Oneida Martin

1980-81 Student Associates

1980-81 GOAL ATTAINMENT

Pamela Freeman

Accomplishments in Relation to NIE Project Objectives

Objective 1

Provision of practical experience in (a) project design and data collection in research and evaluation projects, (b) analysis and interpretation of data, (c) report writing, and (d) paper and proposal presentation.

Experience was gained in program evaluation through participation in evaluation of the Nutrition Education and Training Project (NET). Specifically, I developed instruments for data collection, analyzed data, and reported findings regarding the NET "expansion grant" program.

I coordinated three presentations: a workshop on time management, a paper on NIE internships, and a symposium on NIE projects in Tennessee, Alabama, and Georgia. The time management workshop, "Time Management: A Strategy For Coping With Stress," first was presented to 1980-81 NIE participants by myself, three Field Associates and a Faculty Associate who had attended a similar workshop as an NIE Project activity in 1979-80. The workshop was presented again for Knox County school counselors, social workers, and administrators. The paper, "NIE Internships: An Important Preparation Component for Women and Minorities," was written with two other Student Associates and three Field Associates. This paper was presented at the 1980 annual meeting of the Southern Regional Council on Educational Administration in Atlanta. Project directors of NIE projects in Alabama and Georgia joined another Student Associate and myself in presenting a symposium about the NIE projects at the 1980 annual meeting of the Mid-South Educational Research Association in New Orleans. Our part of the symposium concerned the procedure used in 1979-80 to recruit and select 1980-81 NIE personnel.

Although all course requirements for my doctoral program had been completed prior to the 1980-81 year, the NIE fellowship made it possible for me to complete an additional course in research design, which was taught by one of the NIE Faculty Mentors. Other research design activities included finalizing the prospectus for dissertation research on administrative power in unionized and nonunionized universities and a project concerning testing as a threat to internal validity of the semantic differential instrument. After submitting

my dissertation prospectus to the National Association of State Universities and Land Grant Colleges, I was notified that the NASULGC is extremely interested in publishing the findings of the study. Currently, items for the research instrument are being validated by a panel of experts, and pilot testing is scheduled for summer or fall quarter, 1981.

A manuscript to be submitted to Educational Administration Quarterly was completed. This paper is a culmination of a 1979-80 NIE project concerning collective bargaining in public schools in East Tennessee. Findings of the NIE project and those of doctoral studies which were part of an "umbrella" project in the Educational Administration and Supervision Department are reported in the paper.

Objective 2

Participation in faculty-directed colloquia and mini-courses designed to enhance research skills.

I participated in both of the NIE mini-courses and all but one of the colloquia. These sessions covered topics concerning research, administration, women, and minorities, and were designed to contribute to personal and professional development of participants.

Objective 3

Interaction of Project personnel through structured exercises in group dynamics.

An important part of the planning retreat at the beginning of the year was a group exercise in which Student Associates and the Project Director became familiar with each other. Without this exercise, I believe that it would have taken most of our first quarter to reach a comparable level of familiarity. Interaction continued through the year in regularly scheduled NIE meetings and grant management activities (e.g., as member of NIE travel committee).

Objective 4

Attendance at regional and national conferences and training workshops.

Two regional conferences were attended:

Mid-South Educational Research Association
New Orleans, Louisiana, November 12-14, 1980

Southern Council on Educational Administration
Atlanta, Georgia, November 9-11, 1980

Objective 5

Involvement in internships for Student Associates.

I did not complete an internship this year.

Objective 6

Conduct of Project evaluation.

I participated in meetings with the external evaluator and in evaluation activities (e.g., completion of the "Individual Development Continuum," personal time logs, and the Delphi questionnaire).

Accomplishments in Relation to Personal Goals

All of the personal goals that I listed for the 1980-81 year were attained with the exception of completion of my doctoral research. Experience was gained in the following areas:

- Program evaluation
- Research instrument design, validation, administration, and analysis
- Symposium and paper coordination and presentation
- Research manuscript preparation for publication
- Budget monitoring and NIE Management
- Workshop coordination and presentation
- Combining roles of wife/mother with professional roles
- Attaining balance between time devoted to career/school activities and personal/home activities

Without the NIE grant, I would not have attempted a national study for my doctoral research. Because of the nature of the study, it was not possible to proceed as rapidly with research as I had projected. However, I am extremely pleased with the research prospectus and anticipate a much better dissertation than could have been possible without NIE funding.

Having been a second-year NIE student, I found that goals for the second year were met to a greater extent than they were in my first year on the grant. I attribute this to two factors: 1) I managed my time better than in 1979-80. I believe this was helped by the keeping of personal time logs. 2) I set more realistic goals for 1980-81 than for 1979-80.

Long-term goals that I wish to accomplish are as follows:

- Complete Ed.D. in Educational Administration and Supervision in Summer, 1982
- Become competent administrator in post-secondary educational institution, preferably in a research university, after completion of the doctorate
- Increase ability to remain current in field by reading periodicals on regular basis and by participating in professional organizations
- Learn to assess current situations accurately and in short period of time, so that decisions can be well-based and efficient

A highlight of the year for me was being named a "Woman of Achievement" for "outstanding work as a graduate student" at the 1980 Women of Achievement program. This event was sponsored by the university Commission For Women. I am certain that this honor would not have been possible if I had not been an NIE Student Associate and a participant in the many opportunities that have been provided by the grant.

Goal & Achievement Statement
Dulcie Peccolo

The personal and professional goals which I set for myself at the beginning of my fellowship experience focused on attaining the research expertise and experience I would need to gain employment in a university setting. My short term goals for the year included completing the dissertation requirement for my doctoral program, improving time management skills, and gaining practical experience in grant writing, program evaluation and paper presentations. Long term goals for the project were to develop administrative skills and acquire a teaching/research position with a major university. The activities listed below, as related to the major project objectives, have helped in achieving these goals.

I. Provision of practical experience in (a) project design and data collection in research and evaluation projects, (b) analysis and interpretation of data, (c) report writing, and (d) paper and proposal presentation.

I have had the opportunity to gain practical research experience as a result of this fellowship through several projects. By working on the Tennessee state nutrition project I gained experience in instrument design, data collection and data analysis. My work with the evaluation of career education projects for three Tennessee schools offered practical experience in evaluation design, data analysis and report writing. Finally, the progress I have made on my dissertation has provided me with practical experiences in research design, analysis and interpretation of data and research related writing.

I have also had the opportunity to present the following papers at conferences during the course of the fellowship:

--"Home Based Early Intervention in Tennessee: Evidence of Effectiveness," Second Annual Conference on Appalachian Children & Families, Knoxville, Tennessee.

--"The Development of a Graduate Student Handbook," Conference of Southern Graduate Schools, Savannah, Georgia.

--"Measurement Problems In the Evaluation of Field-Based Projects," Sixth Annual Evaluation Network Conference, Memphis, Tennessee.

II. Participation in faculty-directed colloquia and mini-courses designed to enhance research skills.

During the course of the project I took part in two workshops, time management and research design and numerous colloquia sessions which focused on research projects, issues facing women and minorities and administrative concerns.

III. Attendance at regional and national conferences and training workshops.

As a direct result of the project I had an opportunity to attend the following conferences:

—Sixth Annual Evaluation Network Conference, Memphis, Tenn.

—Conference of Southern Graduate Schools, Savannah, Georgia.

—Tenn. Conference for Women In Higher Ed., Nashville, Tenn.

III. con't

--Second Annual Conference on Appalachian Children and Families, Knoxville, Tenn.

IV. Involvement in internships for Student Associates.

Through my participation in the fellowship I was able to complete an internship experience with the Dean of Graduate Studies for the University of Tennessee. Experiences included observing the daily operations of the graduate office, committee work related to the revision of the graduate catalog, observing a departmental review and evaluation project and the development of a model document for a graduate student handbook which ultimately resulted in a paper presentation at a regional conference.

STATEMENT OF ACCOMPLISHMENTS

1980-81

NIE PROJECT

ALTHIA N. CANTY

OBJECTIVE 1:

Provision of practical experience in

A. Project design and data collection in research and evaluation projects,
B. Analysis and interpretation of data,
C. Report writing, and
D. Paper and proposal presentation

Statement: I have been involved in all of the above-cited areas. The majority of my data collection in research has been for two papers that I worked on with Dr. Jane Dunlap of the Advertising Department and on data collection for my dissertation. The papers with Dr. Dunlap were related to public relations at the higher education level in which I researched the subject exclusively. Dr. Dunlap provided, for the most part, editorial assistance relative to publication of the papers. My dissertation involves historical research, so I have done a great deal of data collection at the university library, the UCLA library, the UCB (University of California-Berkeley), and have gone to Delaware to collect data for my study.
I have been responsible for analyzing and interpreting the data for all three of the projects.
During the first quarter (Fall, 1980), I chaired the Project, so I was very involved with the first quarter report to the NIE Office in Washington. I was less involved with subsequent reports.

I have worked with Drs. Donna Young and Oneida Martin on two papers which we presented at MSERA in New Orleans. The project I worked on with Dr. Young was entitled "Extending Educational Opportunities to Functionally Illiterate Adults," an exhibit which described a project here at the university. The paper I worked on with Dr. Martin was "Instructional Behaviors that Enable Teachers to Maximize Allocated Classroom Time".

My dissertation is <u>An Historical Study of the Universe of the Existing Predominantly Black Land-Grant Institutions as They Were Impacted by Selected Federal Funding Policies: 1954-1981</u>

OBJECTIVE 2:
Participation in faculty-directed colloquia and mini-courses designed to enhance research skills

Statement: With the exception of one colloquium, I attended all of the scheduled colloquia. I was able to attend one of the mini-courses (the one led by Schuyler Huck).

OBJECTIVE 3:

Interaction of Project personnel through structured exercises in group dynamics

Statement: I have not participated in any activities which I would classify under this objective.

OBJECTIVE 4:
Attendance at regional and national conferences and training workshops

Statement: I have attended a number of regional and national conferences:
Conference for Women in Higher Education--MTSU in Murfreesboro, TN
MSERA--New Orleans, LA
AERA--Los Angeles, CA
Institute for Administrators and Staff of Learning Centers--Berkeley, CA

OBJECTIVE 5:
Involvement in internships for Student Associates

Statement: I did not elect to participate in an internship.

OBJECTIVE 6:
Conduct of Project evaluation.

Statement: As with the other Student Associates, I have been involved with the evaluation of the project in working with Lloyd Duvall.

MISCELLANEOUS INFORMATION

I had established other goals for myself which I have accomplished:
1. To complete my preliminary examination,
2. To submit my prospectus for my dissertation,
3. To begin and complete my dissertation, thereby
4. Completing the requirements for my doctorate in August (pending)

GOAL AND ACHIEVEMENT STATEMENT

Vicki Dean

As an NIE Student Associate, I established personal and professional goals to achieve during the 1980-81 academic year. These included: Completing Preliminary Written and Oral Examination; Developing a Dissertation Prospectus and Completing the Dissertation Requirement; and Engaging in Additional Research and Administrative Experiences.

To achieve these goals, I engaged in a variety of activities during the project year. These are listed below according to the project objectives.

Objective 1 -

A. Participation in the Career Education Evaluation Project.

B. Student leadership position.

C. Two presentations at regional/national conferences.

D. Preparation of an OE technical evaluation report.

E. Submission of two articles for publication; acceptance of one.

F. Completing Dissertation research design, data collection and analysis.

Objective 2 -

Participation in all NIE sponsored colloquia and mini-courses.

Objective 3 -

Objective 4 -

A. Southern Regional Council on Educational Administration.

B. National Middle Schools Conference.

C. East Tennessee Supervisors Conference.

D. National Council for Exceptional Children.

Objective 5 -

80-hour internship with Dean Nancy Belck, College of Home Economics, UTK.

Objective 6 -

Responsibility for coordinating project evaluation, including selecting an external evaluator, planning data collection strategies and analysis.

Articles

"A Parable: The Implementation of an Educational Innovation" submitted to Phi Delta Kappan.

"Simulation, A New Tool for Inservice Education," Educational Leadership 38, April 1981, p. 550-552.

Presentations

Southern Regional Council on Educational Administration	"Internships: An Important Preparation Component for Women and Minorities"
East Tennessee Supervisors Conference	"Inservice Education in Tennessee"
Annual Conference: Council for Exceptional Children	"Early Childhood Education Curriculum Models"

SANDRA P. THOMAS

PERSONAL AND PROFESSIONAL GOALS AND ACHIEVEMENTS

Personal Goals

To gain increased experience in teaching college courses

To complete successfully Statistics 5050-5060-5070 series

To select a doctoral committee

To improve time management and organization

Implementation

I feel that I have met all of these goals. I taught Mental Health (Ed. Psych. 4130) Spring Quarter, which provided experience teaching both graduate and undergraduate students. I completed the Statistics series, selected a doctoral committee, and improved my time management and organization in order to meet the demands of a full-time academic workload and family responsibilities.

Professional Goals

To prepare additional papers for publication

To gain practical experience in all phases of research projects

To serve in leadership roles in management of the NIE-UT grant

To present papers at professional meetings

Implementation

A. Papers

"After Divorce: Personality Factors Related to the Process of Adjustment", accepted for publication by Journal of Divorce

"Maintaining Intimate Relationships" (Chapter 9) and "Terminating Intimate Relationships" (Chapter 10) in R.L.Williams and J.D. Long, Toward a Self-Managed Lifestyle, 3rd Edition. Boston: Houghton Mifflin, in press.

"Multi-Method, Multi-System Diagnostic Assessment of the Family: A Case Example" with Ronald E. Cromwell, submitted to Perspectives in Psychiatric Care

B. Research

Participated in all phases of research project on dual career couples: formulated hypothesis, did literature review, wrote questionnaire, collected and analyzed data, assisted in writing paper, and will assist in presentation

Participated in research project on styles of self-management and behavior change; participated in development of instruments and data collection, will continue on this project in the coming year

Assisted NIE faculty mentor in development of an evaluation instrument

C. Grant Management

Served as Scribe and currently Chairperson of NIE Student Associates

Served as Colloquia Chairperson, planned and attended all noon-hour colloquia during 1980-81 academic year, and attended NIE mini-courses on time management and research metholodology; tabulated evaluations of NIE colloquia each quarter

D. Presentations

Invited participant at Gamma Chi Chapter, Sigma Theta Tau Nursing Research Day, UTK College of Nursing, Spring 1981, topic "Adjusting to Divorce: From Crisis to Recovery"; have been invited to repeat this program at the annual convention of the Tennessee Nurses Association in Memphis in October

"Stress Factors Related to Career Development of Married Professional Women" to be presented August 24 at the American Psychological Association convention in Los Angeles, with Sandra Shoun, Dr. Priscilla White, Dr. Charles Faires

E. Miscellaneous

Wrote several sections of NIE Continuation Grant

Assisted two professors with editorial revisions of their books

Planned and participated in social activities with other NIE project participants

Joined American Association of University Women and American Psychological Association

STATEMENT OF ACCOMPLISHMENTS

Karen Weddle

I, Karen Weddle, have always had goals and aspirations that reflect my political beliefs concerning women and minorities. As a Black woman, I have been extremely aware of and concerned about the problems and barriers that Black people face in this society. At the same time I have been concerned about the Double Jeopardy facing Black women. Knowing that Black women are at the lowest tier of the economic ladder despite their educational gains and qualifications, I have centered my professional and personal goals around the struggle to combat discrimination and racism against women and minorities. The following listing of my research and teaching experience as a Student Associate reflects my interests and goals.

Courses Taught

Black Women in America
Afro-American Families
Educating the Black Child
Male-Female Relationships

Research Projects and Experiences

Grant: Studying Affection in the Day-Care Centers
Responsibilities: Analyzing data and research design

Grant: The Self-Concept of Black Women in Higher Education
Responsibility: Literature review

Survey: Graduate Assistant Handbooks at Major Universities
Responsibilities: Organizing research and technical writing

Attendance and Presentations at Conferences

Presentations:

"Problems of Research in Field Based Studies," Sixth Annual Evaluation Network Conference Memphis, Tennessee.

"The Development of a Graduate Student Handbook," Conference of Southern Graduate Schools, Savannah, Georgia.

Attendance:

Women in Higher Education in Tennessee (Nashville)

African Liberation Day (Washington, D. C.)

Internship

Will be serving as an intern under Thomasenia Robinson, Affirmative Action Coordinator.

Being a Student Associate of the Grant for Women and Minorities has been extremely beneficial and supportive. I have learned much more about educational research through practical experiences. I will be employed as an Assistant Professor at Tennessee State University for the coming year where the knowledge and experience that the grant has offered me will be of great use.

Goals and Objectives

Nan Lintz

Personal goals which I set forth to achieve during the NIE assistantship included attaining expertise in paper and proposal writing and presentation, increasing my grantwriting skills, becoming involved with more in-depth research, particularly in data analysis and interpretation, and participating in as many internships as possible.

I had a potpourri of experiences during my term as a Student Associate, all of which were pertinent to improving my skills in those areas mentioned in my goals. I had the opportunity to cooperate with other Student and Faculty Associates in developing the following papers for presentation:

1) "New Perspectives on Dissemination and Knowledge Utilization: Developers/Demonstrators and Certified Trainers as Disseminators" (The Mid-South Educational Research Association, New Orleans, November, 1980).

2) "Evaluation of the University of Tennessee Pre-Doctoral Training Program Designed to Increase Participation of Women and Minorities in Educational Research" (American Educational Research Association. Los Angeles, April 13-17, 1981).

3) "Internships: Unique Needs for Women and Minorities" (Southern Regional Conference for Educational Administrators, Atlanta, November, 1980).

Along with these more formal research-oriented papers/presentations, I have done several presentations for National Diffusion Network Projects, "Learning to Read by Reading" and Alphaphonics:

"Alphaphonics." Morgan County, Tennessee inservice training for preschool teachers, May 25, 1981.

"Learning to Read by Reading." National Middle School Association Annual Conference, Nashville, Tennessee: November, 1980.

"Learning to Read by Reading." Georgia State Awareness Conference; Atlanta, Georgia: January, 1981.

"Learning to Read by Reading." CEC Workshop; Oak Ridge, Tennessee: February 14, 1981.

The NIE fellowship afforded me the opportunity to co-author several grants:

Emergency School Assistance Act Project ($465,000)
Handicapped Personnel Preparation Program ($40,000)
Emergency School Assistance Act Program Basic Grant ($21,900,000)

I participated in two excellent internships which broadened my field of expertise greatly. I had an administrative internship with Walter Lambert, Vice-President of the 1982 World's Fair, in charge of the Department of Energy Programs. I remained with the Fair after my internship and presently am Project

Manager in that department, directly responsible for the education programs at the Fair.

I also received an internship with the Regional Exchange Program of the Appalachian Education Laboratory where I assisted in conducting workshops and conferences, prepared an article for publication, prepared several specific written reports, and had the opportunity to see how research is conducted in practical situations.

The aforementioned professional experiences were enhanced by a network of collegial relationships with both women and men professionals in education. A network built on positive experiences which allowed for my personal/professional growth mark my assistantship with the NIE Grant.

1979-80 Student Associates

NIE Project Goals--Personal Progress Report
Wilma Jozwiak, 24 July, 1981

1. Provision of Practical Experience in:

a.) Project design, data collection in research and evaluation

1. Evaluation of the Church Street Day Care Program (with Jo Lynn Cunningham, John Jozwiak, and Stephan Wilson). Initiated in the winter of 1981. Planned evaluation design, developed instruments, am participating in the analysis of data.

2. Review of handbooks provided by major institutions of higher education for their graduate assistants (with Dulcie Peccolo, Karen Weddle, Mary Richards, and C. W. Minkel). An archival review process.

3. Evaluation of Activities to Increase Cooperative Behavior in School-aged Children (with Mary Ann DeVoe). In planning stages, proposed extension of Mary Ann's previous work in this field.

4. Tennessee Nutrition Education Project (under direction of Trudy Banta)
   a. Developed self-report instrument for food consumption to be used with 7-9th grade students in participating schools;
   b. Developed coding manuals for coding instruments prior to and after data collection to increase ease of data retrieval;
   c. Developed (with Margaret McCabe) procedures manual for the data collectors covering all aspects of data collection;
   d. Developed and oversaw the distribution of materials to participating schools;
   e. Coordinated and participated in the presentation of workshop to train field assistants who collected data;
   f. Developed instrument for assessment of an ETV series used on Tennessee stations and intended to increase the nutrition knowledge and awareness of school-age children.
5. Completed a study begun in the spring of 1980 at the Pediatric Language Laboratory looking at the effects of a change in lunch procedures on the behaviors of children and staff in the setting.
6. Served as Project Coordinator on child passenger safety study assessing factors affecting usage of child restraint devices (April 1981 - present) under the direction of Jo Lynn Cunningham:
   a. Developed instruments for behavior observation of restraint device installation;
   b. Developed interview protocol for subjects following installation;
   c. Refined demographic questionnaire;
   d. Participated in the development of instruction forms on three levels of readability (with Betty Heathington and John Bowers);
   e. Helped to coordinate distribution of materials to data collectors at other sites;
   f. Developed observer/interviewer manual for all phases of study;
   g. Coordinated purchase of restraint devices.

(b.) Analysis and interpretation of data

1. Currently analysing results of data associated with Tennessee NET Project:
   a. Evaluation of ETV series
   b. Perception items on state-wide assessment (comparison of 1979-80 against 1980-81 data).
2. Analysis of data associated with a Delphi conducted in the Church Street Day Care evaluation.
3. Analysed and interpreted data associated with the Pediatric Laboratory study.
4. Analysis and interpretation of study of activities designed to increase cooperative behavior among school children (data collected by Mary Ann DeVoe in the Midwest--project in initial stages).

(c.) Report writing

1. Wrote reports on Tennessee NET Project for Final Report SY 1979-80 including Materials Center Usage, "GoodyBox" Usage, "Goody Bag" Usage, Film Library Usage, and and analysis of the perception items on the state-wide assessment.
2. Currently writing reports on ETV Series for NET Project; will write report on perception items on state-wide assessment when data become available.
3. Responsible for monthly progress reports on the Child Restraint Project mentioned earlier.

(d.) Paper and proposal presentation

1. Paper accepted and presented at AERA on the NIE Project, with Trudy Banta and Nan Lintz. (1980 Conference in Los Angeles)
2. Paper presented at Evaluation Network conference in Memphis on problems associated with field-based assessments (with Trudy Banta, Karen Weddle and Jo Lynn Cunningham). (1980 Conference)
3. Paper presented at the Southern Conference of Graduate Deans in Savannah with Karen Weddle, Dulcie Peccolo, Mary Richards, and C. W. Minkel, on the topic of Graduate Assistant Policies and Procedures: A Need for Codification? (1980 Conference).
4. Paper submitted for 1981 AERA Conference with Trudy Banta and Margaret McCabe: "A Functional Model for the Management of Large-scale Assessments."
5. In planning stages: paper to be submitted to AERA with Mary Ann DeVoe on Mary Ann's study of cooperative behavior.

2. Participation in faculty-directed colloquia and mini-courses designed to enhance research skills

(a.) Workshop on Time Management (Participated in a portion of the workshop)
(b.) Course offered as special problems course by Sky Huck and Charles Faires (Faculty Mentor and Faculty Associate respectively) on program evaluation.
(a.) Attended colloquia presented by:

1. Priscilla White
2. Sky Huck and Charles Achilles
3. Charles Faires
4. Russell French
5. Jo Lynn Cunningham and John Philpot

(b.) Presented a colloquia with Karen Weddle on research we have been involved in using an applied behavior analysis approach

3. Interaction of Project Personnel through Structured Exercises in Group Dynamics

Did not participate.

4. Attendance at Regional and National Conferences and Workshops

   (a.) Attended Evaluation Network Conference in Memphis, Fall of 1980.
   (b.) Attended Conference of Southern Graduate Deans, Savannah, January 1981.

5. Internship Involvements
   Participated as an Administrative Intern in the office of the Dean of Graduate Studies (C. W. Minkel). Used involvement to work on the development of a model document for graduate assistant handbooks.

6. Conduct of Project Evaluation

   Currently conducting a Delphi procedure designed to assess Project participant satisfaction with Project progress toward goals and participant willingness to continue similar involvement without funding.

GOALS/ACCOMPLISHMENTS

LUCILLE POOLE

Goals for 1980-81:

To complete requirements for the Ed.D.
To obtain employment.

Accomplishments:

In December,1980, participated in conducting a Time Management Workshop for NIE personnel and central office personnel in local school systems. This workshop was repeated at the request of several Knox County supervisory personnel in January,1981, for a group of school supervisors, NIE Student Associates, and other interested individuals.

Served as Assistant Director at MAARDAC

Completed requirements for the Ed.D.

Obtained employment as Director of Special Services, Tomball School District, Tomball, Texas

GOAL ATTAINMENT

Sandy Shoun

NIE Involvements from Fall 1979 through Summer 1980

CONFERENCES, WORKSHOPS, TRAINING

American Educational Research Association (AERA) Conference, Boston, MA

Evaluation Workshop (Fink and Kosecoff) and Assessment Workshop (Michael Scriven), sponsored by Capitol Publications, Atlanta, GA

Federally Employed Women, 11th National Training Program, Washington, D.C., July, 1980

Mid-South Educational Research Association (MSERA), Little Rock, Arkansas

National Coalition for Sex Equity in Education, University of California at Santa Cruz

Women's Career Conference, Nashville, TN

PAPERS FOR PUBLICATION

"Educational Equity: An Economic Necessity"	Tennessee Education Fall, 1981	Young, Donna and Shoun, Sandra

PRESENTATIONS

"Innovative Training Program for Women and Minorities" - Display Session	Mid-South Educational Research Association (MSERA), November, 1979
"Qualities of Staff, Administration and Organizational Climate Related to Implementation of Career Education" - Paper	AERA
"Women in the Work Force" - Paper	Tennessee Personnel and Guidance Association

GRANT/CONTRACT PROPOSALS AND REPORTS

"Evaluation of the Lenoir City Retirement Power in Education Project -- Final Report. Knoxville: Bureau of Educational Research and Service." The University of Tennessee, 1980	T. Banta & S. Shoun
TSFP Proposal -- Funded	Achilles, J. Campen, L. Fernandez, W. Jozwiak, S. Shoun, O. Martin

OTHER RESEARCH INVOLVEMENTS

Variables Which Best Predict Success of Nursing On State Board Exams. Robert Roney, Faculty Mentor, Sandy Shoun, Student Associate.

Active Listening Proposal. Charles Faires, Faculty Associate; Sandy Shoun, Student Associate

RECOGNITION AND HONORS RECEIVED BY NIE PARTICIPANTS

Initiated into Pi Lambda Theta

Initiated into Kappa Delta Pi

Sandy Shoun

NIE Involvements - Fall 1980 to present

Conferences

Attended the American Psychological Association's annual convention in Montreal, Canada - August 1980

Attended MSERA in New Orleans, October 1980

Will attend APA in Los Angeles, August 1981

Papers for Publication

Major author of article entitled As Is the Principal... published in the Summer 1980 issue of Catalyst For Change (Coauthors were Nan Lintz and C.M. Achilles)

Coauthored an article with Donna Young entitled Equity in Dual Career Marriages to be published in the Summer 1981 issue of the National Association for Women Deans, Administrators, and Counselors Journal

Sandra Thomas and I developed and copyrighted a Career/Marital Stress Factors of Women Inventory (Form A and Form B)

Principal's Support: Indispensable Ingredient in Implementation of Career Education to be published in the Fall 1981 issue of Tennessee Education, Trudy W. Banta, Sheldon Clark, Sandra Shoun

Presentations

Conducted research and wrote a paper along with Charlie Faires that was accepted for presentation at the Eastern Educational Research Association, 1981

Made presentation on Selection/Recruitment Techniques and Procedures at MSERA 1980

Assisted Donna Young with a presentation at MSERA 1980 on Project NEED

Wrote and presented a paper entitled Career/Marital Stress Factors of Women as Perceived by Husbands and Wives at the American Psychological Association's national conference 1981 (Other involved NIE members include Sandra Thomas, Priscilla White, Charlie Faires)

Other Research Involvements

Writing dissertation on dual career couples

Wrote a paper on Selection/Recruitment Techniques and Procedures with Pam Freeman and Trudy Banta

NIE Involvements from Fall 1980 to present
(Page 2)

Papers Prepared for Presentation

Qualities of Staff, Administration and Organizational Climate Related to Implementation of Career Education presented at AERA 1981- Trudy W. Banta, Sheldon B. Clark, Sandra Shoun

Jenny Campen

In the summer of 1979, I was selected to participate in the NIE grant as a "pre-doctoral fellow." At the first meeting, I was elected to Chair the group for the first quarter. That first quarter was the "Pathfinder Quarter" as the project was new, the four tier concept was extremely innovative, and papers and presentations were due immediately for activity Fall quarter.

Between summer and fall quarters, 1979, I was afforded the opportunity to work with a "post-doctoral fellow" from the Center for Higher Education at Memphis State University. Through this, I experienced, for the first time, a professional collegial respect that I had not received prior to this grant. The grant funded this internship and it was my first real educational experience outside of my current academic training. This contact as a student, but away from my own institution, provided me with a respect by professionals from another institution. The resultant feeling was one of ability and promise; this enhanced my desire to work harder and give my utmost to utilizing my opportunity through this grant.

Fall quarter, 1979, the second quarter of the funding cycle, was replete with presentations, consulting, and various other activities such as grant writing workshops and proposal development.

A sample of my activities follows:

PROPOSALS DEVELOPED

"Technical Assistance in Developing Projects to Improve Educational Equity for Girls and Women" (w/Young, Wyman, and Achilles)	$ 73,000	funded

"Educational Opportunities Center" (w/Achilles/Douglas - Cherokee Economic Authority)	$295,000	funded
"Educational Opportunities Center" Continuation Grant	$315,000	funded
"Evaluation Project" - Hazard, KY (w/Achilles and Young)	$ 51,800	rejected
"Technical Assistance in Development of Educational Projects" (w/Heathington, Young, and Achilles)	$324,000	rejected

INTERNSHIP

Center for Higher Education, Memphis State University

PRESENTATIONS

"Advanced Preparation in Research and Educational Administration" Southern Regional Conference of Education Administrators. Atlanta, Georgia (w/Freeman)

"Innovative Training Programs for Women and Minorities" Mid-South Educational Research Association. Little Rock, Arkansas (w/Freeman, Fernandez, Jozwaik, Lawson and Martin)

"The Funding Game" Mid-South Educational Research Association. Little Rock, Arkansas (w/Achilles, Crump, and Young)

CONSULTANT

Davidson County Schools, Impact Assessment, Tennessee State Facilitator Project

NEEDS ASSESSMENT

Walter's State Community College. (w/Freeman)

PUBLICATIONS

"Advanced Preparation in Research and Educational Administration" Atlanta, Gerogia (w/Freeman) SRCEA Proceedings - November, 1979.

"Innovative Training Programs for Women and Minorities" Little Rock, Arkansas (w/Freeman, Fernandez, Jorwaik, Lawson and Martin) MSERA Proceedings - November, 1979.

"The Funding Game" Little Rock, Arkansas (w/Achilles, Crump, and Young) MSERA Proceedings - November, 1979.

"Selected Personality Variables of Students in Single Sex and Co-educational Residence Halls" Boston, Massachusetts (w/Young and Ray) AERA Proceedings - April 1980.

"Selected Personality Variables of Students in Single Sex and Co-educational Residence Halls" (w/Young) College Student Personnel Abstracts - 1980.

GRANT WRITING WORKSHOPS

Nashville - UT and Tennessee Commission on the Status of Women.

Knoxville - Knoxville Women's Center. (w/Achilles, Young, and Waldvogel)

Martin - The University of Tennessee at Martin. (w/Achilles and Young)

Little Rock, AR - Mid-South Educational Research Association. (w/Achilles, Young, and Crump)

Seminar - Doctoral Students - Grants, Grantwriting, Sources of Funding, etc.

In December, 1979, I was contacted by the President of Roane State Community College who wanted to hire an individual who had grantwriting and management experience. I began work at the college in January, 1980, only after I had received approval and support to finish my degree. My title was Coordinator of CETA Programs and Special Projects, a position I held until March, 1981. Following are activities as they related to my employment and grant experience.

1/80 - 3/81 - Coordinator of CETA programs and Special Projects - Roane State Community College

Duties - Direct project developing community agencies/education institutions cooperation.

- Manage and monitor all CETA programs.
- Develop new programs for submission for CETA funding.
- Coordinate and direct project developing conferences in the three regions of Tennessee. The conferences addressed issues involving training for business and industry through education programs and CETA funds.
- Responsible for accuracy in all monthly and quarterly reports to CETA on all projects.

October '80 - Chaired Session and Co-Chaired Caucus - Tennessee Commission on the Status of Women - Tennessee Women in Higher Education Conference.

Presentations- NIE-ARIE Internships: An Important Preparation Component for Women and Minorities (w/Freeman, Jozwaik, Dean, Crump, and Lintz)

"Selected Personality Variables of Students in Single Sex and Co-educational Residence Halls" American Educational Research Association. Boston, Massachusetts (w/Young and Ray)

The Training Connection - Tennessee Employment and Training Council

Organizing Communities for Human Resource Development - Tennessee Employment and Training Council

Chaired Session - Southern Regional Council on Educational Administration. Atlanta, GA, November 10, 1980.

Presenter - Denzil Kackley, University of Alabama.

CETA PROPOSALS/MODIFICATIONS

1/80 - 12/80	Title	Amount	Status
	Title VI - Modification April 1 - September 30, 1980	$ 79,950	funded
	Title II-D - Modification April 1 - September 30, 1980	$ 15,566	funded
	Thief Neck - YCCIP - Title IV May 30 - September 30, 1980	$ 52,237	funded
	Target on Youth - II-B	$ 96,632	rejected
	Education for Youth Employment	$115,698	rejected
	Linkage Conferences - Modification February 15 - September 30, 1980	$ 40,220	funded
	Linkage PETP - Modification February 15 - September 30, 1980	$ 47,815	funded
	Project LEAPS	$114,673	rejected
	Title VI - Sustainment October 1, 1980 - March 31, 1981	$ 23,738	funded
	Title II-D October 1, 1980 - March 31, 1981	$ 98,866	funded
	Title IV - YCCIP - Thief Neck October 1, 1980 - September 30, 1981	$ 93,151	funded
	Title II-A - Governor's Special Grant The Training Connection October 1, 1980 - September 30, 1981	$184,826	funded
	Modification	$193,455	funded
	Title IV - YETP October 1, 1980 - September 30, 1981	$214,442	funded

Title IV - YETP October 1, 1980 - September 30, 1981	$214,442	funded
Title II-B - Career Education Training Program	$ 90,402	rejected
(January 1, 1980 - April 30, 1981)		
Total Submitted	$1,276,844.00	
Total approved/funded	$ 850,811.00	
Total rejected	$ 426,033.00	

In March, 1981, I was promoted to the position of Director of Personnel and Special Projects at the college. I am a member of the President's Executive Council and the only female member other than the President's Administrative Assistant.

In May, 1981, I attended a National Council of Resource Development Workshop and since then have been nominated by the founder of the organization to participate in a two-week internship in February, 1982.

Following is a very brief summary of my role and activities in this position.

3/81 - Present - Director, Personnel and Special Projects
Roane State Community College

Duties: Responsible for all employee records, benefits, advertising of all positions, payroll for 250 employees and for the College affirmative action program. Serve on State Board of Regents Personnel Committee reviewing and recommending specific personnel actions for SBR System involving 16 institutions.

In addition, responsible for securing external funding, federal and state, i.e. Resource Development. Supervise and direct all CETA programs.

Serve on the following committees:

Personnel Committee
Needs Assessment Subcommittee
World's Fair Committee
Committee on Salary Structure
Computer Users Committee
SBR - Personnel Officers Committee

In addition, numerous proposals have been submitted at the federal and state levels. It is too early at this point to ascertain the level of funding achieved for the next fiscal year. Numerous presentations have been conducted and are scheduled in the future on CETA programs under my supervision. One is a model program which will eventually be implemented at other community colleges across the state.

In November, 1980, I successfully completed my preliminary examinations. I am currently working on my dissertation with Dr. John Peters who is conducting an NIE Research Project. My topic is "An Assessment of How Community College Administrators Solve Problems" and will be completed by March, 1982.

I am a member of the following organizations

Mid-South Educational Research Association

Southern Regional Conference of Educational Administrators

Phi Delta Kappa

National Association of Women Deans, Administrators, and Counselors

Tennessee Education Association

Pi Lamba Theta

National Council of Resource Development

American Educational Research Association

The NIE project for Women and Minorities has afforded me the opportunity to expand my knowledge in an active way and has provided me with experiences I could not have gained had it not been for the support of the gran.. My

goal is still to become a community college president and this grant has helped me realize that goal.

PAPERS

"Instructional Behaviors That Enable Teachers to Maximize Allocated Classroom Time, " (with Althia Canty). Paper presented at Mid-South Educational Research Association, November, 1980.

"Perceived Participation in Decision Making, Satisfaction, and Militancy of Teachers, Principals, and Central Office Staff in Tennessee Public School District, " (with Dr. Roney and Pam Freeman). Paper presented at American Educational Research Association, April, 1980.

"A Comparison of the Human Characteristics of Curriculum Materials Used in Air National Guard Leadership Development with the Characteristics of Students Encountering the Materials," (with Dr. French and other co-authors). Paper presented at American Educational Research Assoc., April, 1979.

"Evaluation of Shelby County Special Emphasis Right to Read Project," (with Dr. Achilles, Dr. Crump, and Dr. Ray). Paper presented at Mid-South Educational Research Association, November, 1979.

DISPLAY SESSIONS

"Innovative Training Program for Women and Minorities," (with NIE participants). Display session presented at Mid-South Educational Research Association, November, 1979.

EVALUATION PROJECTS

"Change in Teacher Verbal/Non-Verbal Behavior Over Three Years of Instruction (1980).

Evaluation of Curriculum Materials Used at McKee Tyson Air National Guard (1979).

CONFERENCES AND WORKSHOPS ATTENDED

Southern Regional Council for Educational Administrators Conference, Atlanta, Georgia, November, 1979.

Instructional Improvement for Educational Leaders, University of Tennessee at Knoxville, June, 1980.

American Educational Research Association Conference, Boston, April, 1980.

ASCD Time Management Workshop, Orlando, Florida, January, 1980.

CONFERENCES AND WORKSHOPS ATTENDED

Mid-South Educational Research Association Conference, November, 1979-1980.

Annehurst Curriculum Classification System Workshop, Ohio, 1979.

Educational Funding Research Association Conference, Washington, D.C., 1979.

Participated in Time Management Workshop presented at The University of Tennessee

Participated in evaluating a phase of the Tennessee State Facilitator Project, 1979-1980,

VITA

JUDSON LEON REESE-DUKES

Home address

1619 Hanover
Apt. A4
Murfreesboro, Tennessee 37130
(615) 895-1707

Office Address

Jones Hall (105)
Department of Psychology
Middle Tennessee State University
Murfreesboro, Tennessee 37132
(615) 898-2706

EDUCATIONAL BACKGROUND

Graduate

Degree	Doctorate of Education, 1981
School	University of Tennessee Knoxville, Tennessee 37916
Degree	Master of Arts, 1977
School	Austin Peay State University Clarksville, Tennessee 37040

Undergraduate

Degree	Bachelor of Science, 1974
School	Austin Peay State University Clarksville, Tennessee 37040

Major Areas of Study

Learning and Development of Children

Diagnosis and Remediation of Cognitive and Motor learning and Behavioral Issues

Personal Adjustment and Behavioral Issues

JUDSON L. REESE-DUKES (page 2)

APPLICABLE EMPLOYMENT EXPERIENCE

Academic

Sep 1979 - May 1980 — Part-time

Graduate Teaching Assistant

Department of Educational Psychology
University of Tennessee
Knoxville, Tennessee 37916

Courses taught: Personal Skill Development in College Studies
Career Development
Personal Adjustment

Jun 1977 - Present — Fulltime (currently on leave-of-absence)

Instructor

Department of Psychology
Middle Tennessee State University
Murfreesboro, Tennessee 37132

Courses taught: General Psychology
Personality
Child Development
Social Psychology
Industrial Psychology
Tests and Measurements

Non-Academic

Jul 1980 - Present — Fulltime

Regional Director

Southeast Sex Desegregation Assistance Center
Bureau of Educational Research
University of Tennessee
Knoxville, Tennessee 37916

Responsibilities: Coordination and implementation of training activities related to the implementation of sex equitable programs and policies in the public education system of the State of Kentucky.

Mar 1975 - Aug 1976 — Fulltime

Council for Alcohol and Drug Abuse Services, Inc.
207 Spears Avenue
Chattanooga, Tennessee

JUDSON L. REESE-DUKES (page 3)

Director of Field Services

Responsibilities: Development and coordination of counseling and education programs aimed at reducing the incidence of druken driving offenses throughout southeast Tennessee.

Development and coordination of Occupational Alcoholism programs.

Director of Consultation, Education and Training

Responsibilities: Assessment of the training needs of alcohol and drug service delivery agencies throughout southeast Tennessee and the development and coordination of training programs to satisfy those needs.

Development of youth oriented counseling and alcohol and drug education services for the Hamilton (Chattanooga) and Sequatchie County School Systems.

Public relations activities.

Mar 1974 - Mar 1975 Fulltime

Court Counselor

Harriett Cohn Mental Health Center
1300 Madison Street
Clarksville, Tennessee 37040

Responsibilities: Development and coordination of counseling and education programs aimed at reducing the incidence of drunken driving offenses in the northcentral middle Tennessee area.

Jan 1972 - Mar 1974 Fulltime

Patrol Officer

Clarksville Police Department
City Hall
Clarksville, Tennessee 37040

Responsibilities: Regular patrol duties.

Sep 1974 - Dec 1974 Part-time

Lecturer

Department of Sociology
Austin Peay State University
Clarksville, Tennessee 37040

Course taught: Introductory Sociology

JUDSON L. REESE-DUKES (page 4)

RELATED PROFESSIONAL ACTIVITIES

Consultantships

Southeast Sex Desegregation Assistance Center, Bureau of Educational Research, University of Tennessee, Knoxville, Tennessee.

Psychological Services, Murfreesboro City Schools, Murfreesboro, Tennessee.

Wellesley College Center for Research on Women, Wellesley College, Wellesley, Massachuetts.

Midwest Sex and Race Desegregation Assistance Center, Kansas State University, Manhattan, Kansas.

National School Resource Network, 5530 Wisconsin Ave., N.W., Washington, D.C..

Women's Educational Equity Act Programs, Washington, D.C..

Workshops and Seminars Conducted

Peer Counselor Training. Seminar conducted for Residence Hall Assistants. Middle Tennessee State University, Murfreesboro, Tn., Mar 1979.

Learning in Early Childhood. Seminar conducted for Speech and Hearing Pathology students. Department of Speech and Hearing, Middle Tennessee State University, Murfreesboro, Tennessee, Apr 1979.

Title IX -- The Building Supervisors' Role. Workshop conducted for Elementary School Principals of the Louisville/Jefferson County school system. Louisville, Kentucky, Nov 1980.

Equity in Vocational Education. Workshop conducted for Vocational Counselors. Kentucky Department of Education, Elizabethtown, Ky., Nov 1980.

Title IX -- The Building Supervisors' Role. Workshop conducted for Middle and Secondary Principals and Vocational Center Directors of the Louisville/Jefferson County school system. Louisville, Kentucky, Jan 1981.

Educational Equity -- What is it? Workshop conducted for entire Casey County school system. Liberty, Kentucky, Feb 1981.

Insevice Training Conducted

Sex Equity Intervention in the Southeast. Vocational and Guidance Counselors, Metro Nashville/Davidson County Schools, Nashville Tennessee, Jun 1980.

Counseling for Sex Equity: An Introductory Assessment and the Social/Educational Context for Change. Secondary and elementary counselors, Memphis City Schools, Memphis, Tennessee, Jun 1980.

JUDSON L. REESE-DUKES (page 5)

Inservice Training Conducted (continued)

Sex Equity and TitleIX. Elementary teachers, Memphis City Schools, Memphis, Tennessee, Jun 1980.

Sex Equity -- Responsibilities and Obligations to Non-Traditional Students. Vocational education teachers, Jefferson Vocational Region, Jefferson State Vocational Technical School and Manpower sic Skill Center, Louisville, Kentucky, Aug 1980.

Vocational Education -- Career Choices and Title IX. East Carolina University, School of Education Sex Desegregation Training Institute, Nags Head, North Carolina, Aug 1980.

Assessing Sex Bias in Social Studies Textbooks. Social Studies teachers, Metro Nashville/Davidson County Schools, Nashville, Tennessee, Aug 1980.

Title IX -- Rules and Regulations. Title IX Coordinators of Duval County Public Schools, Jacksonville, Florida, Jan 1981.

Widening Students' Career Options. Counselors and teachers of Broward County Public Schools, Fort Lauderdale, Florida, Mar 1981.

Educational Equity: An Investment in the Future. Counselors and Administrators in Hattiesburg (Feb), Jackson (Feb) and Oxford (Mar), Mississippi.

WORKSHOPS and TRAINING PROGRAMS ATTENDED

Basic Police Skills Training Course, Tennessee Law Enforcement Training Academy, Donelson, Tennessee, Jun 1973.

Southeastern Occupational Program Training Institute, University of Georgia, Athens, Georgia, Sep 1975.

Medical Detoxification Workshop, Chattanooga Area Council on Alcoholism and other Drug Abuse, Chattanooga, Tennessee, Oct 1975.

Reality Therapy Workshop, Council for Alcohol and Drug Abuse Services, Inc., University of Tennessee at Chattanooga, Chattanooga, Tennessee, Mar 1976.

Southeastern Institute for Alcohol and Drug Studies, University of Georgia, Athens, Georgia, Mar 1976.

Systen of Multicultural Pluralistic Assessment. Institute for Pluralistic Assessment Research and Training (IPART), Riverside, California, Mar 1978.

Affiliate Counselor Training (counselor intervention techniques in life threatening illnesses), Alive, Inc., Nashville, Tennessee, Mar 1979.

Exploratory Data Analysis (Samuel Leinhardt), Carnegie-Mellon University, Pittsburg, Pennsylvania, Apr 1980.

Educational Evaluation: Recent Progress - Future Needs. Minnesota Research and Evaluation Center, College of Education, University of Minnesota, Minneapolis, Minnesota, May 1980.

Research and Development Seminar. National Institute of Education, Norfolk State University, Norfolk, Virginia, Jul 1980.

JUDSON L. REESE-DUKES (page 6)

PRESENTATIONS and PUBLICATIONS

Publications

Reese-Dukes,J. & Stokes,E.. Social acceptance of elementary Educable Mentally Retarded pupils in the regular classroom. Education and Training of the Mentally Retarded, Dec., 1978, 356-61.

Reese-Dukes, J.. The culture bearer: Can higher education be flexible? Journal of Educational Equity and Leadership, 1981, 1, 110-14.

Reese-Dukes, J.. Covert conditioning: Is it a realistic tool for the classroom teacher and school psychologist? Journal of Teacher Education. In press

Reese-Dukes, J.. Love and parenting: Does what you do really make a difference. Children Today, In press

Reese-Dukes, J.. Mainstreaming: Yea or nay? Tennessee Education, Spring, 1981.

Presentations

Symposia

Current perspectives in minority self-concept. Southeastern Psychological Association, Washington, D.C., Mar 1980.

Organized athletics in education: An alternative View. Middle Tennessee Psychological Association, Clarksville, Tennessee, Apr 1980.

Addresses

The Future -- Challenges and Changes. Kentucky Personnel and Guidance Association, Twenty-third Annual Conference, Louisville, Kentucky, October 31, 1980.

Attaining Sex Equity in Counseling and Vocational Programs. Keynote for Title IV CRA workshop for guidance and vocational personnel, Nashville, Tennessee, January 17, 1981

Papers

Response differences between Black and white elementary students on culturally influenced items of the WISC-R: A preliminary report. Middle Tennessee Psychological Association, Mar 1979.

Attitudes about women among women: A comparison of Black and white female self-concepts relative to traditional and non-traditional sex role attitudes. Southeastern Psychological Association, Mar 1980.

Invert the divisor and multiply: Androgyny from a Black perspective. Middle Tennessee Psychological Association, Apr 1980.

The culture bearer: Can higher education be flexible?. Middle Tennessee Psychological Association, Apr 1980.

JUDSON L. REESE-DUKES (page 7)

Papers (continued)

Sex-role attitudes, self-concept and sex-role identification among Black college students: Some implications for intersex, interpersonal interaction. The Association of Social and Behavioral Scientists, Atlanta, Georgia, mar 1981.

SELECTED AWARDS and HONORS

Selected in national competition to participate in a minority and women research development seminar conducted by the National Institute of Education.

Recipient of a National Institute of Education Research Fellowship

Phi Delta Kappa National Honor Society

Phi Kappa Phi National Honor Society

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

National Association of School Psychologists (NASP)

Southeastern Psychological Association (SEPA)
Committee for Equality of Professional Opportunity

Mid-South Educational Research Association (MSERA)

Tennessee Psychological Association (TPA)

Tennessee Association of Psychology in Schools (TAPS)

Middle Tennessee Psychological Association (MTPA)

Professional Alcohol and Drug Counselors of Tennessee (PADCT)

Addendum

Publications

Reese-Dukes, J., Giftedness: A socio-political issue. Journal of Social and Behavioral Sciences. In Press.

APPENDIX J

PROJECT NEWSLETTER AND OTHER FORMS USED BY STUDENT ASSOCIATES IN PROJECT MANAGEMENT

The NIE Project Newsletter

Action Summary

Evaluation of NIE Applicants for Student Associate Positions

THE NIE PROJECT NEWSLETTER

...Experiences in Research and Administration for Minorities and Women...

The 1980-81 NIE Student Associates elected to develop a Project Newsletter periodically as a means of keeping Project Personnel on all tiers informed of Project happenings and events. As communication among participants is especially important on a diverse Project such as this, the Newsletter should help keep all NIE Personnel up-to-date on Project developments. We hope if you have any contributions or suggestions for our Newsletter that you will feel free to pass them on to one of the Student Associates.

FALL ORGANIZATIONAL MEETING

All NIE Project Personnel were invited to attend the initial Fall meeting on September 24. The preliminary meeting for Fall Quarter was designed to serve both orientation and organizational functions. *Dr. Trudy Banta*, Project Director, provided background information on selection process for 1980-81 Student Associates and gave an overview of the Gatlinburg retreat/planning session for Student Associates.

The majority of the meeting was devoted to outlining the activities designed to meet the NIE Project Objectives for 1980-81. In addition, an overview was provided of the research interest survey which was conducted to highlight individual research interest of Project participants. Finally, the meeting focused on the need to define all four Project tier levels along with their corresponding responsibilities. Tier definitions have been developed this Fall and will be mailed to participants shortly.

WORKSHOP SCHEDULED

A workshop entitled "Time Management: A Strategy for Coping with Stress" will be presented by NIE Associates who attended a similar workshop sponsored by ASCD last year. The workshop will be held on Monday, December 8, 1980, from 9:00 a.m. to 4:00 p.m. in Room 221 of the University Center. All NIE participants and interested persons are invited to attend. Additional information will be sent to you. Please leave names and addresses of non-NIE persons who might be interested in receiving information about the workshop with Emily Blake at 974-4165.

TRAVEL COMMITTEE

A travel committee was formed at the initial Fall meeting for all NIE Project Personnel. Those elected to serve on the committee for 1980-81 include *Chuck Achilles, Marianne DeVoe, Wilma Jozwiak,* and *Pam Freeman.* The travel committee is responsible for approving all travel requests from NIE Project participants.

The travel committee has requested that all NIE Project participants submit travel requests for the entire grant year no later than noon on January 13, 1981. Please note there was a typing error in the October 22 memo you received regarding travel requests. The correct deadline for receiving projected travel requests for the entire year is January 13, and not January 31 as specified in the memo.

WINE TASTING SOCIAL

Objective #3 of the Project Grant specifies "interaction of Project Personnel through structured exercises in group dynamics." In line with this objective Student Associates proposed at the Gatlinburg retreat to hold quarterly socials for all Project participants. It was hoped that these gatherings would provide a relaxed atmosphere where Project Personnel would have the opportunity to break the monotony of research, research, research and interact with one another on a purely social basis.

It has been proposed that the first social for the year be a wine tasting party at *Chuck Achilles'* home. Due to time conflicts during Fall Quarter the party is being rescheduled for January. Student Associates will be contacting Project Personnel from all tiers when a final date and time are settled upon.

Action Summary

Date: October 9, 1980

Recorder: Dulcie L. Peccolo

Action Needed	Responsible Party(s)	Date To Report Progress	Date for Completion
1. Student meeting with NIE outside evaluator, Dr. Duvall	All student associates		October 16
2. Selection of dates for mini courses during fall quarter: Research Methods, Dr. Sky Huck; Time Management, Pam Freeman, etc.	Pam Freeman and Sandy Lawson	October 16	
3. Completion of student associate logs	All student associates		Each week during the quarter
4. Revision of project tier descriptions	All student associates	October 16	Fall Quarter
5. Individual meetings between Project Director, Dr. Trudy Banta and each student associate	All student associates		Fall Quarter

Evaluation of NIE Applicants for Student Associate Positions

Name of Applicant _____

Please assess data for all candidates, then check appropriate ratings by comparing each applicant with all other applicants.

	(5) Truly Exceptional	(4) Well Above Average	(3) Good	(2) Average	(1) Below Average	No Opportunity to Observe
Based on Review of Applicant's File:						
GPA in relation to courses taken						
Has completed sufficient course work						
Previous work experience related to Project goals						
Has completed sufficient statistics to interpret data						
Evidence of past involvement in research						
Research interests related to those of Project staff						
Evidence of professional involvement (memberships, offices)						
Promising/interesting special skills						
Displays/ability to express ideas clearly in writing						
Based on Interview:						
Displays facility in oral expression						
Has sufficient time to profit from Project						
Displays enthusiasm for opportunity to be involved in research						
Has own ideas for research						
Displays enthusiasm for working on research with others						
Expresses need for experiences Profect offers						
Based on Conversations with Reference Persons:						
Motivation						
Maturity						
Imagination (creativity)						
Leadership abilities						
Self-reliance						
Ability to carry out a research project						
Openness in communications with others						
Knowledge of fundamentals of research						
Performance as a professional						
Overall ability						
Overall:						
Potential for Project to assist in candidate's development						
Potential for candidate to assist in furthering Project goals						